DOCUMENT RESUME

ED 119 475 FL 007 410

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TITLE LaREC: Language through Recreation. A Handbook for Program Developers.
INSTITUTION Saskatchewan NewStart, Inc., Prince Albert.
SPONS AGENCY Department of the Secretary of State, Ottawa (Ontario).
PUB DATE Mar 75
NOTE 258p.
AVAILABLE FROM Information Canada, Box 1565, Prince Albert, Saskatchewan ($3.95)

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage
DESCRIPTORS Community Recreation Programs; *Ethnic Groups; Guides; Language Fluency; *Language Instruction; Language Planning; Language Programs; *Models; Oral Communication; *Program Planning; *Recreation; Teaching Methods
IDENTIFIERS *Canada; Language Maintenance

ABSTRACT

This handbook was prepared for use by the various ethnic associations in Canada whose members want to find effective means of helping their children learn or maintain their ancestral language. The program described involves the use of recreational activities for language instruction, based on the theory that the nature of and motivation for recreational activities make them an effective vehicle for language learning. It is believed that a recreational situation enhances the learning process because no artificial motivation is required; activities are enjoyable, interesting and purposeful to the individual; and the highly emotionalized nature of recreational situations gives them a potential for learning. The principal focus is on oral comprehension and fluency in the ancestral language in question. The four basic steps in the development of a local LaRec program are discussed in detail. They are: (1) the preparation of a proposal, including identification of objectives, expenses, sources of income, and local variables; (2) preparation of a general scheme, including identification of objectives for one season, organization of appropriate activities, fund raising, and obtaining supplies and personnel; (3) carrying out the LaRec program for a season; and (4) evaluation of the program. The appendices provide references, instructions for building tables for a preschool play group, and number and counting activities for language practice. (CLK)

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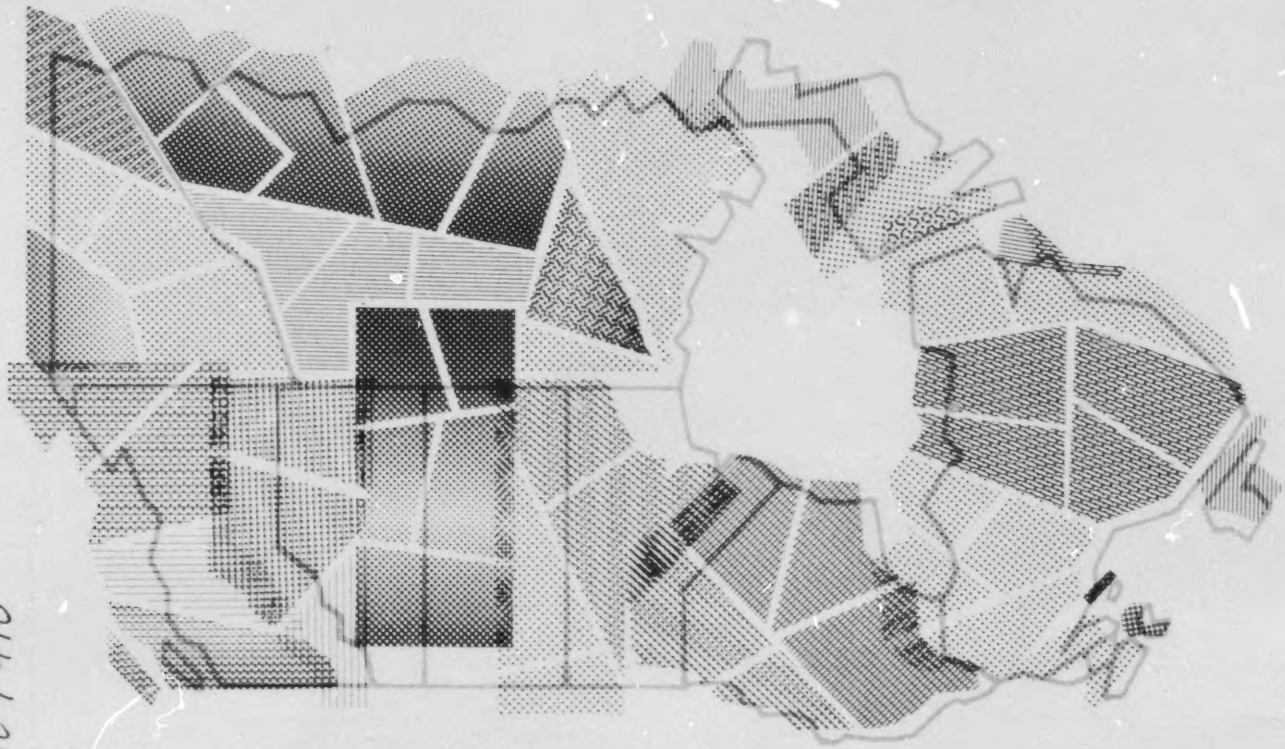

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SASKATCHEWAN NEWSTART

LaRec

LANGUAGE through RECREATION

A HANDBOOK FOR PROGRAM DEVELOPERS

by

Dana Mullen and Allison Koester

SASKATCHEWAN NEWSTART INCORPORATED

PRINCE ALBERT, SASKATCHEWAN, CANADA

This handbook was developed and printed with a grant from the Canada Department of the Secretary of State.

Available for sale from:

Information Canada
Box 1565
Prince Albert, Saskatchewan

Price: $3.95

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Printed in Canada

FOREWORD

The people of Canada are the inheritors of many different cultural traditions and languages. Yet unless those traditions and languages are actively fostered, they lose their vitality and these distinctive features of the Canadian mosaic become blurred.

This handbook was prepared for use by those ethnic associations whose members are eager to find an effective means of helping their children retain or regain the ancestral language. It is a guide for developing and conducting a recreation program through which the participants can learn to understand and speak the language of the cultural tradition.

LaRec was conceived by Dana Mullen, who also conceptualized and developed the new Fluency First program for the Training Research and Development Station. Mrs. Mullen's extensive experience in second language teaching and her innovative approach to it are evident in LaRec. Allison Koester, a recreation specialist with wide experience, collaborated in the preparation of this handbook.

Grateful acknowledgement is made to the Canada Department of the Secretary of State for the grant which made the development and printing of this handbook possible.

The cover, with its Canadian mosaic motif, was designed and produced by Robert Barkman. Donna Allen and Elaine Twanow did the typing of the book, with assistance from Sandra Berezowski, Sharon Curniski, Paulette Olexyn, and Ruth Rohovich.

Many persons contributed to the development of this handbook by providing information and suggestions from their personal experience. Special thanks are due to personnel in the Saskatchewan Department of Culture and Youth, the Parks and Recreation Division of the City of Prince Albert, and the regional offices of the Department of the Secretary of State, as well as to representatives of local ethnic organizations who voluntarily gave their time to discuss their efforts to maintain the ancestral language.

D. Stuart Conger,
Executive Director.

March, 1975.

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INTRODUCTION

"LaRec" stands for "language through recreation." In a local LaRec program, participants from ethnic groups learn their ancestral language - or become more fluent in speaking it - by taking part in recreational activities which have been deliberately planned for that purpose.

This handbook is a guide for the development of a local LaRec program. It may be used by any ethnic association, anywhere in Canada, in connection with any language, with participants of any age group. The only indispensable requirement is the strong desire to keep the ancestral language alive, to be used and valued by succeeding generations of young people.

Because this handbook is for use by speakers of any language, the whole text is in English, a language understood by a majority of Canadians, even though it may not be their mother tongue. Each reader will need to ask himself constantly, "What significance does this have for my language and my culture?"

LaRec can make language learning enjoyable, but it is not presented as a magic method of learning a language. "Instant language learning" is a delusion that perennially attracts those who fail to recognize the enormous complexity in any variety of human speech.

Concern that the ancestral language and culture be passed on to new generations has prompted many local ethnic associations in Canada to organize formal language instruction and classes in the traditional dances, songs, and crafts. But why should language and culture be artificially separated? Those very cultural activities can be the vehicle for learning the language. In that way, the participants will gain even more than a knowledge of the language; they will also acquire a lasting occasion for using the language. Every time they meet to enjoy the traditional activities they learned in a LaRec program, they will find it natural to speak the ancestral language with one another.

LaRec is a method that is particularly appropriate for the oral learning of a language which people undertake out of desire rather

than necessity. As such, a LaRec program can also be planned as a valuable supplement to regular classroom instruction, which tends to concentrate on reading, writing, and formal grammatical analysis.

Stimulated by the LaRec concept, imaginative individuals in Canada's ethnic associations can create centres of activity where the old language lives in its new Canadian setting, enriching those who learn and the nation that is their home.

WHAT

is the

LaRec

concept?

THE LaRec CONCEPT: RECREATION

What do you think of when you hear the word "recreation"? An afternoon on the ski slopes? A bowling league? Swimming? Community drama? Highland dancing? Flower arranging? Collecting stamps?

Many people think of recreation only in terms of physical exercise. They expect a recreation supervisor to be an athlete. But recreation is not limited to games, sports, and the development of the body; it has a much, much wider scope. An eminent leader of the recreation profession, Howard Danford, wrote:

> "Recreation is any socially desirable leisure activity in which an individual participates voluntarily and from which he derives immediate and continuing satisfaction."[1]

In the past, recreation has been considered by many to be a relatively trivial part of life, particularly when contrasted with the "more important" business of education. Today, however, as the full scope of recreation is understood, its educational potential is becoming more widely appreciated. Indeed, the same author emphasized the essential unity of recreation and education:

> "Among the characteristics of recreation which enhance its educational possibilities are these:
>
> (1) it is freely chosen - therefore the individual is in a state of readiness for the activity with no artificial motivation necessary;
>
> (2) it is enjoyable, interesting, and purposeful, else the individual would not participate; and
>
> (3) since many of the recreation situations are highly emotionalized, they possess great potentialities for learning."[2]

The LaRec concept is that this great potential for education can be tapped to enable individuals to learn a language or to become more fluent in a language that they partially know.

---

1. Howard G. Danford, Creative Leadership in Recreation, 2nd ed., revised by Max Shirley, Allyn and Bacon Inc. Boston, 1970, p. 25.

2. Ibid., p. 26.

More than a century ago the great scholar Wilhelm von Humboldt wrote:

> "One cannot really teach language but can only present the conditions under which it will develop spontaneously in the mind in its own way." [3]

Von Humboldt's insight into the nature of language learning is at the basis of the LaRec concept. The view that recreation is fertile ground for learning suggests that recreational activities present favourable conditions under which language "will develop spontaneously in the mind in its own way."

This LaRec handbook presents a method of providing those conditions that seems particularly appropriate to our times. The amount of leisure time available to most people is increasing. Although the prospect of an ever-shorter working week seems enticing at first glance, many people discover that extra hours of leisure do not in themselves bring satisfaction. Mere amusements and entertainments pass quickly and may be costly. Participatory recreational activities, on the other hand, not only satisfy individual needs but also contribute to the health and creative productivity of our society as a whole.

---

3. Quoted by Simon Belasco in "Foreign Language Learning: Fact or Fiction," a speech presented to the Pennsylvania State Modern Language Association, Millersville, Pa., 1972.

THE LaRec CONCEPT: LANGUAGE LEARNING

The thought of learning a second or foreign language means different things to different people, according to their personal experience of the process. To hundreds of thousands of English-speaking Canadians, it may evoke the memory of years in high school French classes, memorizing vocabulary lists and translating exercises, all the while wondering whether to write le or la in front of a noun - only to realize during the first travel through Quebec or vacation in Paris that the French language remains an unravelled mystery.

Hundreds of thousands of other Canadians may have bitter memories of language learning, even though they were successful in mastering English as a second language after they arrived in Canada without knowledge of a single English word. They may have suffered humiliations as they struggled to understand and make themselves understood in getting their food, travelling, seeking employment, associating with fellow workers on the job, or trying to absorb the prescribed school curriculum when all the instruction and texts were in English.

At the same time, we know that children do learn a second language with little difficulty when they live in the presence of the language and like to associate with those who speak it. Even adults manage to learn to communicate in a second language if those favourable conditions are present. The primary requirements seem to be a will to learn the language in order to associate with those who speak it and very frequent occasions to use the language for real purposes.

What, then, is the LaRec concept of language learning? It is not formal instruction based on printed books; it is not a "survival-of-the-fittest" approach necessitated by sudden immigration into a new country. The LaRec concept is that a recreation program - attended voluntarily, because the activities are enjoyed - can be so designed and conducted, using the ancestral language, that the participants are enabled to learn the language or to become more fluent in it.

LaRec Principle #1

The underlying concept of a local LaRec program is that oral comprehension of the ancestral language and fluency in speaking it can be gained over a period of time through carefully planned recreational activity.

No formal instruction takes place in a LaRec Program. Nothing is translated into English. No grammatical rules are stated or memorized. Instead, opportunities for language use, provided naturally by the activities, are deliberately looked for and exploited. The things that are used and the actions that are done demonstrate the meaning of the language that is spoken. The sharing of materials, actions, and plans stimulates speech. The frequency with which certain words and sentences are heard and used for truly communicative purposes provides the best possible chance for gaining comprehension skills, good pronunciation, and an authentic manner of speaking.

Consider, for example, a game of shuffleboard, the equipment for which is commonly found nowadays in club rooms and community halls. The game has a great deal of elementary language-learning potential, and the action is slow enough to permit commentary during play. There is no need whatever to translate. The participants see the cue when the program leader shows it and talks about it; they see the red discs and the black discs; they see the numbers in the floor diagram. They hear those words again and again when the program leader demonstrates holding the cue, shooting a disc, counting the score. They respond in a total, real way to the sound of the language when they themselves hold the cue and shoot a red disc or a black disc. With the constant repetition, in association with the things and the actions, the rhythm of the language and the sounds of the words become very familiar to the participants. They probably begin to say some of the phrases themselves, spontaneously.

(A detailed illustration of language use in a game of shuffleboard, as a concrete example of the LaRec concept in practice, may be found on page 101.)

The LaRec concept is based on sound educational principles known to be an effective basis for learning a language.

1. LaRec is oral, because language itself is primarily speech, whereas reading and writing are secondary language skills.

2. LaRec dispenses with translation, which keeps students thinking in their own language while trying to remember words and phrases in the new one; LaRec, on the contrary, allows the students to make a direct mental association between the activities they experience and the language they hear.

3. This direct mental association is possible because LaRec methods are situational; the recreational activities show the meaning of the language and provide opportunities for repeated, natural use of the language.

4. LaRec language learning is structural, for the nature of an activity requires that certain language patterns be used to express certain meanings.

Two characteristics, however, differentiate LaRec from the basic methodology described above by the underlined words oral, direct, situational, and structural, and both of those characteristics have great educational significance. The first is that motivation can be very high in LaRec because it is recreation that the participants enjoy. The second is that LaRec methods call for an active response. Careful research studies have proved the effectiveness of what James J. Asher has called "the learning strategy of the total physical response."

James Asher conducted experiments with English-speaking adults and children who were taking instruction in Japanese or Russian. When the students heard a command in the target language and immediately joined the instructor in carrying out the required series of actions, thus making a "total physical response," the results were astonishing. Two weeks later, the students showed that they remembered the meaning of the same commands by doing all the required actions correctly, without guidance, even when the commands were as complex as "Take the pencil and write his name on this paper."[4]

LaRec Principle #2

One of the most effective ways of learning the words and sentences of a new language is "the total physical response." LaRec participants respond physically as well as verbally to speech in the ancestral language.

One other important feature of the LaRec concept is that participants learn the kind of language they can use in daily life. They learn to speak about themselves, their friends, their own actions and interests rather than about unknown characters and alien situations described in the lessons of a printed book. The language they learn is alive and personal.

4. James J. Asher, "The Learning Strategy of the Total Physical Response: A Review," The Modern Language Journal, Vol. L, No. 2, February, 1966.

THE LaRec CONCEPT CONTRASTED WITH CLASSROOM INSTRUCTION

The members of a local ethnic association who decide to start a LaRec program should understand that it will be different from language instruction in a school setting. They should not have false expectations based, perhaps, on their own experience of the way a language is studied. If, for example, they expect their children to come home from a LaRec session with written exercises as homework, they will be disappointed, and they may feel that their children are being cheated. Or, when they visit the LaRec sessions and see that their children are not seated at desks quietly listening to a teacher, they may think that the young people are wasting their time in play.

> LaRec Principle #3
>
> The sponsors of a local LaRec program should understand that the language-learning methods are based on recreational activities and are therefore different from the methods used in formal classroom instruction.

Participants in a LaRec program will be able to make good progress in learning the spoken language, but the sessions will be very different from language lessons in most schools. The major differences are listed below:

1. The objective of a LaRec program is that the participants learn the spoken language; most classroom instruction emphasizes reading and writing.

2. Language learning in a LaRec program takes place through recreational activity. Therefore, the participants are usually actively engaged in some form of recreation; in most classroom instruction the students are seated at desks with books, papers, and pens.

3. In a LaRec program, language use takes priority over the formal study of grammar, which is ordinarily considered a very important part of classroom instruction.

4. In a LaRec program, the emphasis is on the learner and his learning; in a classroom setting, the emphasis is often on the teacher and his instruction of the students.

5. In a LaRec program, there are no measured assessments or tests, as in a school; the evidence of progress will be the participants' ability to use the ancestral language orally in appropriate situations.

6. In a LaRec program, there is no carefully graded progression of lessons that must be followed, as there is in classroom instruction. Language learning takes place because of the combination of situational language use and a predetermined emphasis on a structural feature or set of words. That is, the language items are used in situations that reveal their meaning, and attention is focussed on a structural feature by its deliberate repeated use during a recreational activity.

7. In a LaRec program, the participants' motivation to learn can be maintained at a high level because the activities are chosen according to their interests, whereas the work of a classroom is ordinarily governed by the lessons printed in a textbook.

LaRec PRINCIPLES

The principles listed below are generalized statements about the methods and underlying philosophy of LaRec. These principles are valid for every local LaRec program.

In order to create a program that answers local needs, the ethnic association will apply these principles to the "local variables," that is, the particular characteristics of the local situation.

Each LaRec principle is explained in the handbook, and the principle is then printed in a "box," as a summary of the explanation. This list of all the principles, however, serves as a reference and as a complement to the definition of the LaRec concept.

LaRec Principle #1

The underlying concept of a local LaRec program is that oral comprehension of the ancestral language and fluency in speaking it can be gained over a period of time through carefully planned recreational activity.

LaRec Principle #2

One of the most effective means of learning the words and sentences of a new language is the "total physical response." LaRec participants respond physically as well as verbally to speech in the ancestral language.

LaRec Principle #3

The sponsors of a local LaRec program should understand that the language-learning methods are based on recreational activities and are therefore different from the methods used in formal classroom instruction.

LaRec Principle #4

The participants in a LaRec program can retain the language they learn if it is related to some "permanent domain" of their lives, for which the ancestral language is needed.

It may be that the recreational activities themselves become the "permanent domain" in which the participants continue to use the ancestral language throughout their lifetime.

LaRec Principle #5

For language learning to take place in a LaRec program, there must be a WILL TO LEARN -- at least on the part of the parents who enrol their children.

LaRec Principle #6

It is necessary to have a clear idea of the overall objective for a local LaRec program in order to plan a program that will meet the local needs.

LaRec Principle #7

Oral learning of a language has two aspects: learning to comprehend the spoken language and learning to speak the language. Comprehension skills and expression skills must both be developed in a LaRec program.

LaRec Principle #8

Favourable conditions for language learning will be created in a LaRec program only if the recreational activities are interesting to the participants and enjoyed by them.

LaRec Principle #9

The amount of language that can be learned, and the fluency that can be gained, will be related to the duration of a program and the frequency of the sessions, as well as to the participants' previous knowledge of the language.

LaRec Principle #10

The objectives that are set for one season of a local LaRec program should be realistic. No one should be led to expect too much. No method of language learning is "instant magic"; all language learning requires time, opportunity, and motivation.

LaRec Principle #11

It is necessary to differentiate between a young child's task of acquiring new information and developing new mental concepts, in connection with the new language, and the older person's less complex task of merely adding a new language to the information and concepts he already possesses.

LaRec Principle #12

Knowledge of a language means the ability to create new sentences in it. A learner must become able to operate the language himself.

Therefore, it is not enough that LaRec participants learn a lot of words in the ancestral language; they have to learn how to combine the words in the structural patterns of the language in order to express themselves.

LaRec Principle #13

LaRec participants learn the basic structure of the ancestral language through its use. There is no need for them to learn grammatical terminology, which is not appropriate to a recreation program.

LaRec Principle #14

The language content of a local LaRec program is determined by the needs of the selected activities rather than by the graded, structural progression of a textbook.

However, to provide the best conditions for language learning, a LaRec leader tries to ensure that simpler forms of language are used before complex forms, and that concrete vocabulary precedes abstract words.

LaRec Principle #15

The language content of a LaRec program will vary according to the participants' level of competence in the ancestral language and, therefore, their purpose in joining the program.

LaRec Principle #16

Vague aims will produce little learning. Specific language-learning objectives are essential. It is necessary to identify the "language-learning potential" of an activity, that is, the actual language items that can be learned from that activity.

LaRec Principle #17

A LaRec program leader plans ahead of time to emphasize certain words and structural features in the course of the activities, according to the "principle of predetermined emphasis."

Predetermined emphasis means the selection, from the language-learning potential of an activity, of a limited number of language items to be the focus of attention during one recreation session.

LaRec Principle #18

Any recreational activity that LaRec participants strongly want to learn, or to do together, could be used as the means for language development, but some activities are much more suitable and have much more language-learning potential than others.

LaRec Principle #19

The selection of the type of recreation program and activities depends not only on the participants' ages and interests but also on their level of competence in the ancestral language.

Complex activities that are unfamiliar to the participants should not be selected for language beginners. To learn new, complex skills through the medium of the ancestral language, a participant should be reasonably fluent in it. A learner needs to have demonstrable activities that show the meaning of the new language.

LaRec Principle #20

Opportunities for the repetition of language items occur naturally in recreational activities. This characteristic of the activities should be exploited for effective language learning.

LaRec Principle #21

An evident goal, such as a "Display for Parents" at the end of a LaRec season, can serve as a strong motivation for the development of skills and the practice of language.

LaRec Principle #22

The non-recreational routines of a LaRec program also

provide useful language-learning opportunities that should be exploited.

LaRec Principle #23

The degree to which a local LaRec program can be planned and conducted by the participants themselves depends not only on their age but also on their level of competence in the ancestral language.

Participants who have little oral knowledge of the ancestral language require a program in which the language activities are planned by the LaRec leader, who selects activities that can be demonstrated step by step.

Participants who have some fluency in the ancestral language will benefit from the opportunity to be involved in all the program plans, insofar as their age permits.

LaRec Principle #24

Repetition is necessary for learning a language, just as it is necessary for learning a recreation skill. LaRec participants must hear new language items repeatedly. They must have repeated opportunities to use the new language items themselves.

LaRec Principle #25

Part of the program leader's task in planning the language for each LaRec session is to prepare opportunities for the participants to learn to operate the underlying systems of the ancestral language, which affect every structure in it.

LaRec Principle #26

Participants in a LaRec program should be told about its language-learning purpose from the beginning. They should understand that more is involved than just recreation.

LaRec Principle #27

A LaRec leader's speech to learners of the ancestral language should be simple, controlled, and demonstrated.

LaRec Principle #28

The use of translation between English and the ancestral language is not ordinarily necessary in a recreation program, in which the activity shows the meaning. Frequent translations are, in fact, undesirable because they tend to slow down the "total physical response," which assists the participants to learn the language.

LaRec Principle #29

Listening precedes speaking. There must be repeated opportunities for a language learner to hear language items before he can be expected to speak them.

A relaxed atmosphere of positive encouragement to speak the ancestral language will produce better results than an atmosphere of tension and compulsion. A LaRec program is supposed to be enjoyable recreation, not an intolerable strain.

LaRec Principle #30

Formal correction of language errors has only a very small part in a LaRec program, where the aim is to encourage confidence and willingness to try.

The LaRec approach is the positive reinforcement of correct speech by means of repeated demonstration and use of the correct forms.

LaRec Principle #31

If necessary, it is possible for individuals who differ

widely in their knowledge of the ancestral language to belong to the same LaRec program.

A language learner is able to participate because the things and actions of the activity help him to understand the meaning of the speech. A person who has some knowledge of the language is willing to participate because the recreational activity itself is enjoyable. The participants actually learn from one another.

LaRec Principle #32

A LaRec program requires continuous evaluation of an informal and practical nature, so that each session can make a positive contribution to the achievement of program objectives.

Periodic evaluations at the end of each season help the program leaders, the participants, and the sponsors to see the program in perspective and make useful decisions about its future development.

LaRec Principle #33

A LaRec program can be continued indefinitely, according to the wishes of the sponsoring ethnic association, but the character of a program will change, according to the changing needs of the participants.

WHY

are

LaRec

programs

needed?

LANGUAGE MAINTENANCE AMONG ETHNIC GROUPS IN CANADA

Although individual experiences have differed widely, there is a common pattern in the history of languages brought to this country during the past century.

1. Immigrants may learn to speak English (or French) for use outside the home, but they usually continue to speak their native language within the family circle. Thus, they pass their native language on to their children, for whom it is the mother tongue.

2. These children, however, use English increasingly, not only for their education and employment but also in their associations with Canadian friends. Their mother tongue tends to be supplanted in importance by English, and as they grow older, the reasons for using their mother tongue diminish.

3. Associations with other Canadians often lead to marriage outside the ethnic group, so that the mother tongue does not become the language of the new home. Even if the marriages are not ethnically mixed, the reasons for using the mother tongue in everyday life lose their power. Thus, for the grandchildren of immigrants, the immigrant language becomes the "grandmother tongue," rather than the mother tongue.

Today, organizations representing ethnic groups that have been established in Canada for a long time report that the language is not spoken at all in the homes of many members. It has truly become the "ancestral" language, and the children grow up with no knowledge of it whatever. In some homes or neighbourhoods where the language is still spoken by grandparents and their peers, the children may gain an understanding of it but acquire little facility, if any, in speaking it.

On the other hand, in some areas, particularly among those New Canadians who have arrived in Canada since the end of World War II, the "ancestral" language is thriving. There are whole neighbourhoods of people in the larger cities where the language is still used in the transactions of daily life. It becomes the mother tongue of many children born in Canada who must therefore learn English (or French) as a second language.

Many of these New Canadians, aware of the pattern of language loss described above, are making strong efforts to keep their language alive while it is still relatively easy to do so. Furthermore, in the present favourable climate of Canadian opinion, which seems to place a higher value on the conservation of cultures and languages than previous generations did, some of the older ethnic groups have been motivated to work at the task of reviving the ancestral language.

This LaRec handbook is directed to ethnic groups in both of these situations: those that want to maintain their mother tongue which is still thriving here in Canada, and those that seek to revive the ancestral language which has virtually disappeared among the young generations.

The Central Problem of Language Maintenance

A language can be maintained only if there are strong reasons for individuals to use it. The mere fact that young people are taught the language is not enough to ensure its conservation.

However committed members of a Canadian ethnic group may be to the ideal of language maintenance, they should not be unrealistic. No one should underestimate the powerful attraction of a majority language, such as English, in comparison with the weaker attraction, within Canada, of the ancestral language.

Young people must learn English well to succeed in school and in their jobs; they must know it well to associate easily with other Canadians and to feel accepted as equals by them. Even if they live in a neighbourhood where the ancestral language is spoken, they are carried away into the world of English when they turn on their television sets or radios. And, as always, if they marry outside the ethnic group, they may find that the course of least resistance is to establish English as the home language.

To maintain an ancestral language against these powerful forces clearly requires more than multicultural goodwill and government grants, more even than the strong desire and a willingness to work for its conservation. Ways must be found, not only of giving language instruction to the young people, but also of making the instruction relevant to youthful interests and of establishing means for them to continue to use the language in certain domains of their adult lives.

"Domain Stability"

For language maintenance to take place in an alien environment, the persons who learn to speak the language must feel it to be a vital part of their lives. Preferably, it should seem to be inseparable from some important domain of a person's life, so that whenever he engages in that area of activity, the language is automatically used. For example, in some homes the family meal may be regarded as the occasion when the ancestral language is the only appropriate one to use.

Specialists who study questions about the relations between language and society have used the term "domain stability" to refer to this concept. According to Robert Muckley, "an ethnic language will be retained as long as it continues to be the preferred language within certain definite areas of activity."[5]

When the ancestral language has ceased to be used in the home, however, even at the dinner table, it is probably necessary to create a new setting and occasion at which, by everyone's agreement, that language will be the medium of communication. Clubs devoted to traditional cultural activities, such as dances, songs, cookery, and crafts, or even to other recreational activities that are not specifically "ethnic," can become the new "domain," if the members agree that the meetings will be an occasion for using the ancestral language. Thus, a LaRec program, in which young people learn the ancestral language, may develop into a permanent club at which members expect to use the ancestral language whenever they meet. The vehicle for learning the language will thus become the life-long "domain" in which the language will be used.

LaRec Principle #4

The participants in a LaRec program can retain the language they learn if it is related to some "permanent domain" of their lives, for which the ancestral language is needed.

It may be that the recreational activities themselves become the "permanent domain" in which the participants continue to use the ancestral language throughout their lifetime.

5. Robert L. Muckley After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States, United States Department of Health, Education, and Welfare, Washington, 1971, p. 325.

Reasons for Maintaining an Ancestral Language

People who think about the value of maintaining an ancestral language in Canada often hold strong opinions, but they do not always agree, and they do not always support their strong opinions with sound reasons.

There are those who hold, as an unquestioned article of faith, that keeping the language alive here is "a good thing" and that the disappearance of the language among the third and fourth generations is "a bad thing." There are those who believe just as strongly that immigrants to Canada should "forget the old ways" because they have begun a new life in this country.

Yet one of the primary requirements for learning to communicate successfully in a new language is a will to learn it. If a local LaRec program is created for children and young teen-agers, the adults who send them should have a clear idea about why learning the language is worth all the effort. They may have to answer some pointed questions!

LaRec Principle #5

For language learning to take place in a LaRec program, there must be a WILL TO LEARN -- at least on the part of the parents who send their children.

Knowledge of the ancestral language may be of benefit to the individual who learns it, to the ethnic group of which he is a member, and to the Canadian society as a whole.

The ethnic group may be most interested in the abstract idea of "preserving the cultural heritage," but there are also very practical reasons for making efforts to ensure that the young people learn the ancestral language. According to an Ontario study of language use among New Canadians, some personal problems are likely to be alleviated when there is no language barrier between old and young:

> "...children who feel pride in the cultural background of their parents find social adjustment easier...

"...Communication, sympathy, and understanding between generations are increased."[6]

For the individual in an ethnic group, the advantages of knowing the ancestral language may be both intangible and practical.

1. Knowledge of the ancestral language in addition to English or French (or both) contributes to a personal sense of identity, a strong self-concept.

2. It enables him to communicate more easily with elderly people in his own family and in the ethnic community.

3. It enables him to participate freely in ethnic activities, appreciating fully the significance of traditions which might seem incomplete or even distorted when explained in an alien language. He is enabled to understand the ethnic culture, past and present, and thus grasp its relationship to the whole Canadian society.

4. It enables him to communicate with relatives who have remained in the ancestral homeland, if those relatives visit Canada or if he visits them in their own country.

   If he also acquires the skills of reading and writing the language, he will be able to correspond with them.

5. It will greatly enhance the interest of his international travel to regions of the world where the language is spoken.

   This reason has gained in importance in recent years since foreign travel has become popular and common, especially among young people. Some knapsackers have even found that they can supplement their slender funds by taking odd jobs as they travel, but that such jobs are much easier to find if they know a local language.

6. It may enable him to find employment and even to establish a permanent career, as travel agent, tourist guide, or interpreter. In addition to the well-established flow of tourists from Canada to Europe and other continents, there is now an increase in tourism from Europe to Canada. Persons who are fluent in foreign languages are often in demand for interesting jobs.

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6. R. W. Torrens et al., The Modern Language Committee of Ontario Interim Report Number Two, Ontario Curriculum Institute, Toronto, 1965.

7. It enables him, if he should so desire, to develop his reading knowledge of the language so that he can appreciate the literature of the culture which would otherwise remain hidden to him, no matter how active he might be in traditional ethnic activities.

8. It contributes to his total mental development. Anyone who knows two languages has at least a latent understanding of the notion that there is more than one way to view the world, more than one form in which to express a meaning.

The ancestral languages that have been brought to Canada are also a resource to the whole country.

Like other large developed countries, Canada needs persons who can communicate fluently and accurately in the languages of the world. It is very expensive to conduct language instruction in schools for students who begin with no facility whatever in that language, and the rate of success in achieving true fluency through formal classes is discouragingly low. How much more sensible it seems to ensure that the languages brought to this nation of immigrants are conserved!

Ancestral languages may also be a resource to Canadian schools, but sadly it is one that is largely untapped. How much more real a high school class in German would seem if young people who actually speak German as their ancestral language were brought in to talk with the students! The possibilities are not confined to language classes, nor to the high school level. Social studies for any age group could be given more meaning if young people from ethnic groups were called on, not only to describe traditional customs, but also to interpret their significance more deeply by telling about the language used in connection with them. Classes or extra-curricular activities involving cookery, drama, music, dancing, and literature could be enriched in the same way. "Ethnicity" is deepened by an understanding of the language, for spectators as well as for the members of the ethnic group themselves.

Present Methods of Language Maintenance

Traditionally, ethnic groups have worked to preserve their language among their young people by:

1. maintaining their own schools, usually associated with a church, in which the language is taught as one of the subjects;

2. organizing special language classes after regular school hours;

3. organizing special weekend schools at a church, hall, school, or home.

In recent years, some ethnic groups have conducted summer camps that have culture and language maintenance as their special aim. A few have also organized youth clubs, in which the use of the language is a primary objective, and pre-school play groups where the language is learned through play.

Adult ethnic organizations, which are frequently associated with a church or synagogue, provide opportunities for using the language, especially in relation to traditional activities, such as dancing, singing, costume, foods, crafts, and holidays.

Experience, however, has shown that even where "ethnicity" is strong, ancestral language maintenance may be weak. Some ethnic organizations have discovered that English must be used at their meetings because the members are not all bilingual.

Disappointment has also been the result in some of the formal language classes, for the children learn to think of the ancestral language in terms of books and written grammatical exercises rather than as a living medium for communication and self-expression.

If the ancestral language is to be maintained in Canada, on the other hand, it must be continually presented to the young people of the ethnic community as a living language that they can use for their own real purposes.

HOW

is a

LaRec

program

developed?

DEVELOPMENT OF A LOCAL LaRec PROGRAM

The next four pages contain a model showing the essential steps in developing a local LaRec program. The model is arranged in four stages:

Stage I — Prepare a proposal.

This is the stage in which LaRec is studied so that a decision about whether to organize a local LaRec program can be made.

Stage II — Prepare a general scheme.

This is the stage in which organizational decisions are made as well as general plans for the recreational activities and the language that can be learned from them.

Stage III — Conduct the LaRec program for a season.

During this season there is a series of LaRec sessions, each of which requires detailed planning of recreational activities and language use.

Stage IV — Evaluate the program.

This is the stage at which the members of the ethnic association examine the achievements of the LaRec participants, consider problems that have arisen, and decide whether to continue or discontinue the LaRec program.

Each of these essential steps for developing a local LaRec program is explained in the text that follows the model.

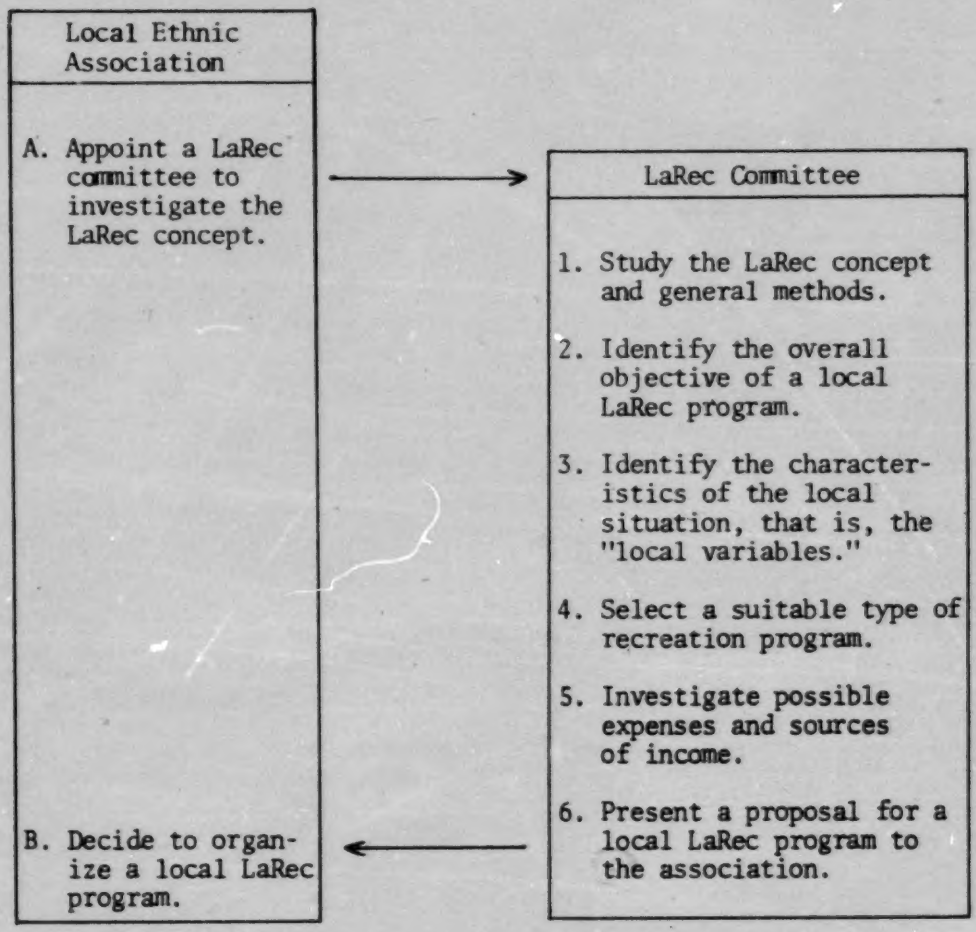
This handbook cannot predict exactly how an ethnic association will become interested in LaRec. It may be that an established ethnic association wants to start language instruction or supplement existing language classes. It may be that someone who is already teaching the ancestral language realizes the possibilities for the development of language fluency through recreation and suggests trying a LaRec program. It may even be that a new ethnic association is formed for the special purpose of starting a language-learning project.

Therefore, the model begins at the point where the association has decided to look into the possibility of conducting a LaRec program.

MODEL
for the
DEVELOPMENT OF A LOCAL LaRec PROGRAM

Stage I	Prepare a proposal.

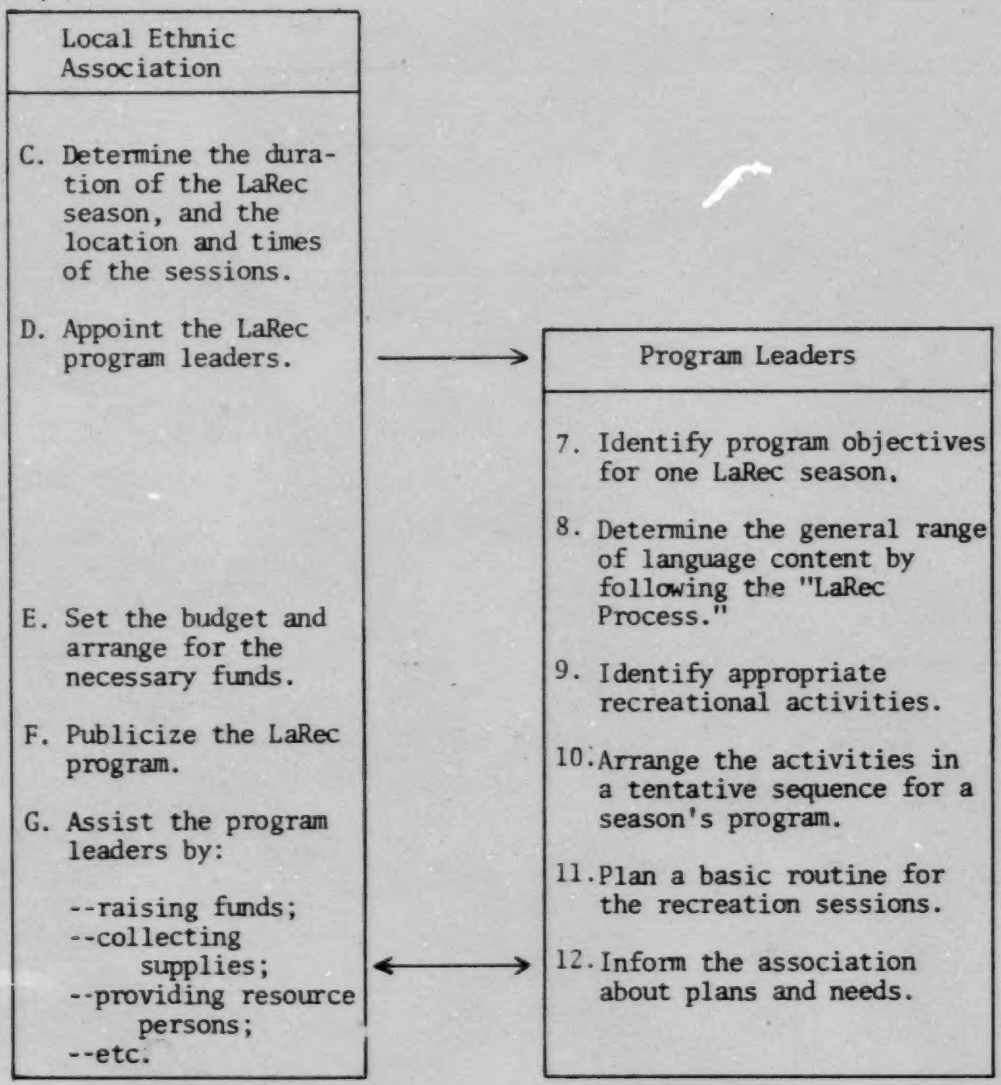
Apply LaRec Principles to Local Variables.


Local Ethnic Association
A. Appoint a LaRec committee to investigate the LaRec concept.
B. Decide to organize a local LaRec program.
LaRec Committee
1. Study the LaRec concept and general methods.
2. Identify the overall objective of a local LaRec program.
3. Identify the characteristics of the local situation, that is, the "local variables."
4. Select a suitable type of recreation program.
5. Investigate possible expenses and sources of income.
6. Present a proposal for a local LaRec program to the association.

MODEL
for the
DEVELOPMENT OF A LOCAL LaRec PROGRAM

Stage II	Prepare a general scheme.

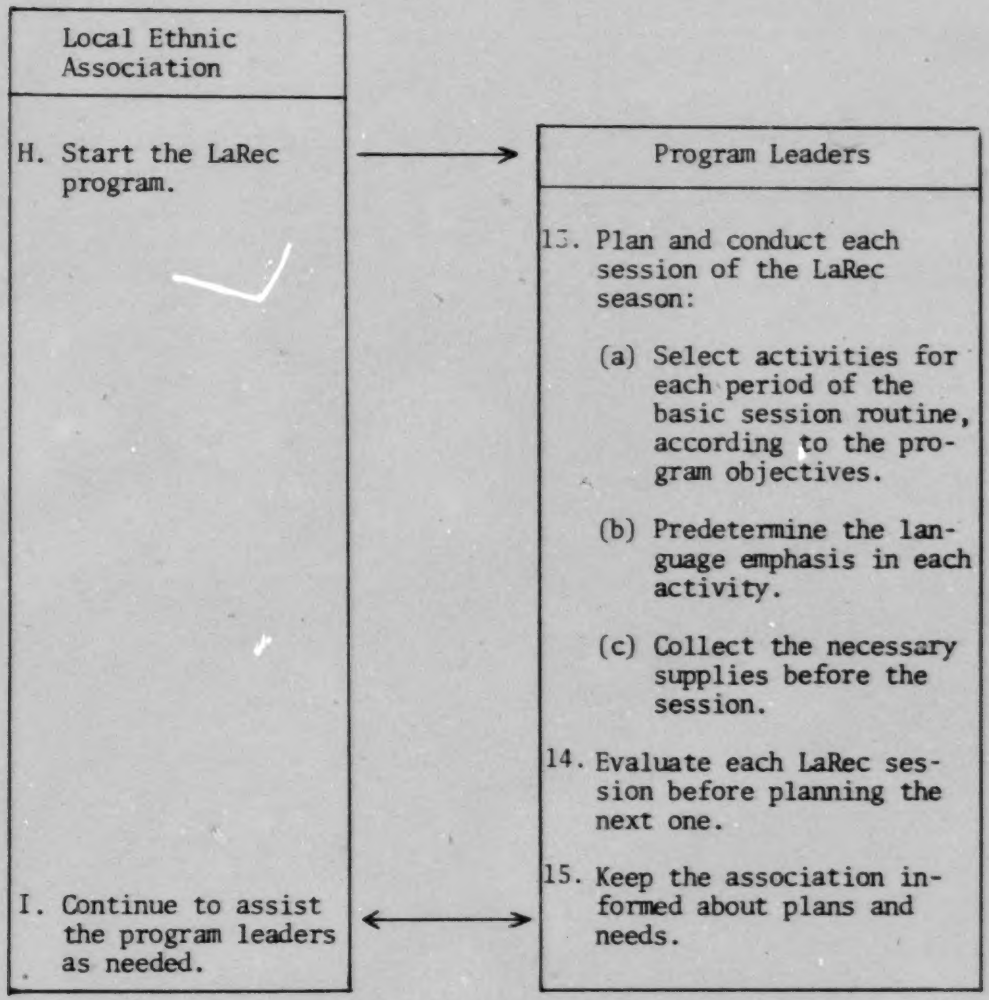
Apply LaRec Principles to Local Variables.


Local Ethnic Association
C. Determine the duration of the LaRec season, and the location and times of the sessions.
D. Appoint the LaRec program leaders.
E. Set the budget and arrange for the necessary funds.
F. Publicize the LaRec program.
G. Assist the program leaders by:
--raising funds;
--collecting supplies;
--providing resource persons;
--etc.
Program Leaders
7. Identify program objectives for one LaRec season.
8. Determine the general range of language content by following the "LaRec Process."
9. Identify appropriate recreational activities.
10. Arrange the activities in a tentative sequence for a season's program.
11. Plan a basic routine for the recreation sessions.
12. Inform the association about plans and needs.

MODEL
for the
DEVELOPMENT OF A LOCAL LaRec PROGRAM

Stage III	Conduct the program for a season.

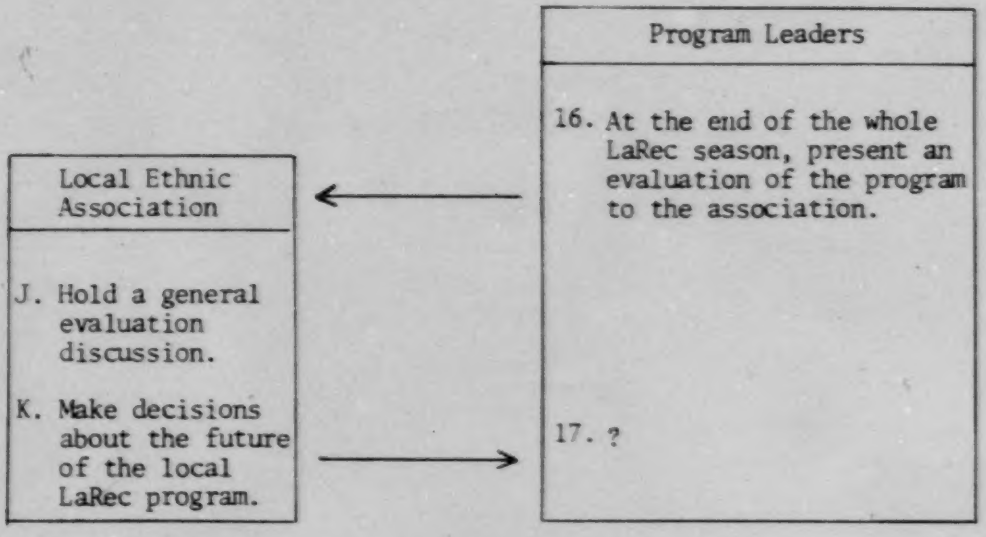
Apply LaRec Principles to Local Variables.


Local Ethnic Association
H. Start the LaRec program.
I. Continue to assist the program leaders as needed.
Program Leaders
13. Plan and conduct each session of the LaRec season:
(a) Select activities for each period of the basic session routine, according to the program objectives.
(b) Predetermine the language emphasis in each activity.
(c) Collect the necessary supplies before the session.
14. Evaluate each LaRec session before planning the next one.
15. Keep the association informed about plans and needs.

MODEL
for the
DEVELOPMENT OF A LOCAL LaRec PROGRAM

Stage IV	Evaluate the program.

Apply LaRec Principles to Local Variables.


Program Leaders
16. At the end of the whole LaRec season, present an evaluation of the program to the association.
17. ?
Local Ethnic Association
J. Hold a general evaluation discussion.
K. Make decisions about the future of the local LaRec program.

STAGE I DEVELOPMENT

"Prepare a proposal."

THE ROLE OF THE LOCAL ETHNIC ASSOCIATION

A LaRec program does not come into existence by magic. A group of people - a local ethnic association - wills it into being because of its aspirations as a group. It concerns their children and even, perhaps, themselves. For that reason, it is important that the association be integrally involved in the LaRec program even if, for the sake of efficiency, the detailed aspects of the planning process are delegated to a committee or the program leaders.

Likewise, it is important that the members of the association and any other parents who enrol their children in a LaRec program understand the LaRec concept and the consequent reasons for the methods that are employed. If they do not understand the basic concept, they may be disappointed or even angry to discover that their children are dancing or painting or cooking rather than reading, writing, and studying the rules of grammar.

I.A/1 A LaRec COMMITTEE

Some associations may feel that a special committee is unnecessary. They may prefer to find the program leaders immediately and have them carry out the original investigations. Thus, the organizational framework for LaRec development will depend on local circumstances. Whatever means are employed, however, the process of thinking out the general objectives, local variables, the best type of recreation program, and financial requirements must not be omitted.

Members of a LaRec committee do not need to have any special qualifications, but it would be sensible to choose persons who have a keen interest in conserving the ancestral language. These committee members will need to familiarize themselves with the LaRec concept and principles before they prepare their recommendations to the association.

I.2. THE OVERALL OBJECTIVE

It is a waste of time to plan a local LaRec program without a clear idea of what people want to accomplish. The first job of LaRec planners is to ask the questions:

> What is our overall objective?
>
> What kind of language development does our association want to make possible?

If the overall objective is clarified at the start, the chances of planning the most suitable type of LaRec program will be good. Furthermore, there will be a greater probability that the association members will understand LaRec methods and therefore will not evaluate the results on the basis of false expectations.

Each local association may have a slightly different way of stating what the members hope for, but the LaRec planners may find that one of the three overall objectives stated and described below fits their situation.

A. "We want our children to learn the language of our grandparents, which they do not know at all."

...It was our grandparents who came to Canada. Our own parents learned to understand the language when they were young; it was actually their first language, or mother tongue. But they did not speak it much outside the home, and they did not use it with us when we were growing up. The most important aim at that time was to "make good" economically and get a good education. That meant using English.

But now we realize that we have lost something important: a traditional heritage that could contribute a lot to our personal sense of identity and feelings of self-worth. We now feel proud of our origins, but we do not know much about them. We would like our young people to know and value our cultural traditions, but we believe that the traditions will mean much more to them if they know the language in which those traditions are rooted.

Our children do not know the language at all, and we ourselves cannot help them much. Only the old people in our community have continued to speak it...

B. "We want our children to be able to speak our language, which they still understand but cannot use."

...We spoke our own language at home when our children were small. Many of them learned it as their first language. But we began to use more English with them when they started to go to school. Most of their friends spoke English, and they seemed to feel that English was "better" somehow. Now they have almost entirely forgotten how to speak the language. That may be natural, but we think it is a pity.

In fact, some of the older children themselves are now asking us why we did not help them to retain their ability to speak it. They see that the knowledge of an extra language is an asset, and they can see that it is much easier to retain a language that is partly known than it is to try to learn a strange language from the beginning, the way they have to do in school.

Some of us organized language classes for our children, and they learned to read and write it. That is a good thing, but it did not seem to help them to speak it. Some of the older ones went to visit the old country when they were hitchhiking overseas, and they found that they could not communicate very well...

C. "We want our young people to have regular opportunities to use the language, which they know quite well but hesitate to use in public."

...We have brought our children up to speak the old language as well as English. But somehow they do not feel like speaking it outside our home, not even when they are with friends of their own age who also know the language. We are afraid that they will not continue to use it after they leave the family home.

We would like them to associate the use of the language with some aspect of their own lives, apart from home life, so that there will be a kind of "framework" within which it will seem right to continue using the language as an adult. It would be hard for one or two persons to do this by themselves, but it is possible in a group. An organized time for using the language seems to give the language a higher status, too. The group members begin to take pride in speaking it well...

Questions for LaRec planners to ask themselves:

Is our local situation like one of those three descriptions?

What is our overall objective for a LaRec program?

The next section, which discusses the question of an individual's knowledge of the ancestral language, may also help LaRec planners to clarify the overall objective.

LaRec Principle #6

It is necessary to have a clear idea of the overall objective for a local LaRec program in order to plan a program that will meet the local needs.

KNOWLEDGE OF THE ANCESTRAL LANGUAGE:

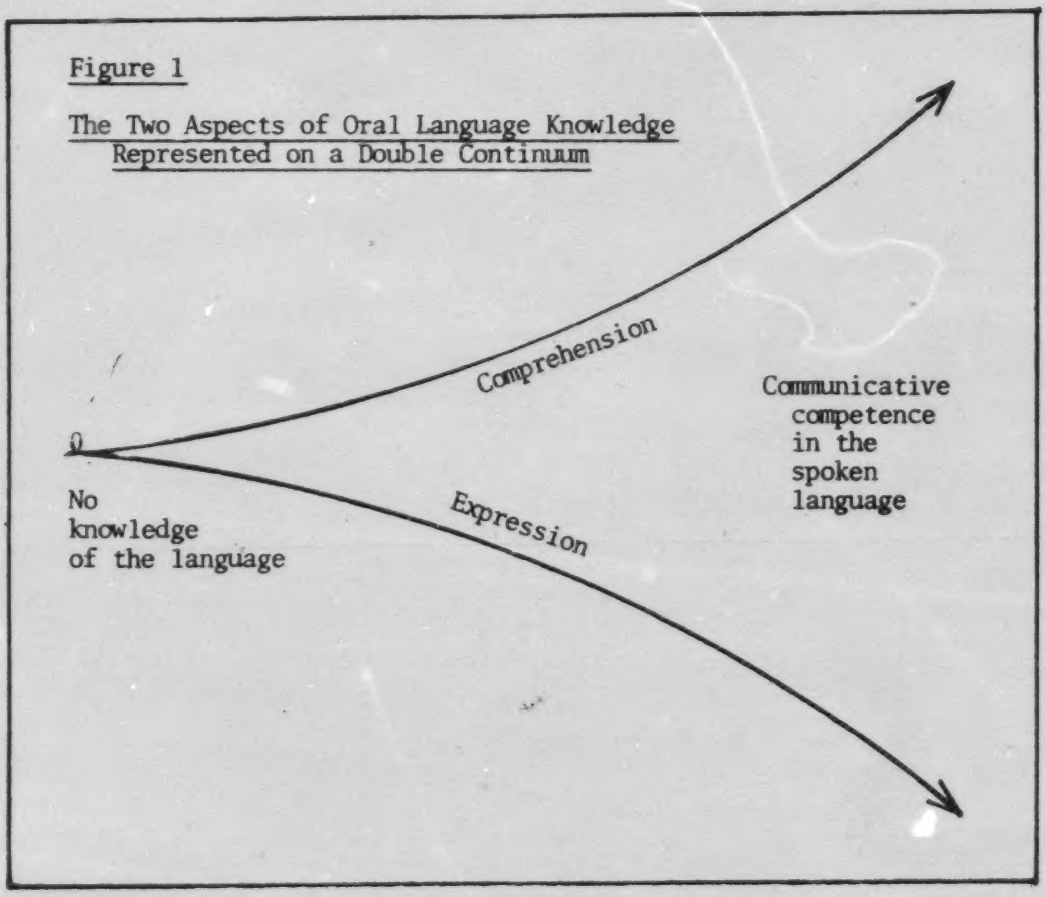
COMPREHENSION AND EXPRESSION

In the previous section on the overall objectives of a local LaRec program, three possible overall objectives were suggested. They correspond to three generalized characterizations of individuals who enter a local LaRec program. In this handbook they are referred to as STARTERS, LATENTS, and FLUENTS. The two models that follow are intended to help clarify these characterizations and define those terms.

The model in Figure 1 represents knowledge of the spoken form of a language on a double, integrated continuum, moving from the left-hand extreme of no knowledge whatever to the right-hand extreme of communicative competence.

Figure 1

The Two Aspects of Oral Language Knowledge Represented on a Double Continuum



It is essential to understand the reason for using a double continuum. Language knowledge cannot be represented on a single continuum, because two aspects are involved: (1) comprehension and (2) expression. An individual is not necessarily at the same level of ability in expression as he is in comprehension at any given moment, nor do these skills necessarily develop at the same rate.

Although knowledge of a language may start from nothing whatever (at "zero point"), there can be no end to it. The lines of the double continuum both end in arrows to represent this notion. Individuals who can communicate fluently in their ancestral language can continue to learn more of it, just as a person can always learn more of his mother tongue.

LaRec Principle #7

Oral learning of a language has two aspects: learning to comprehend the spoken language and learning to speak the language. Comprehension skills and expression skills must both be developed in a LaRec program.

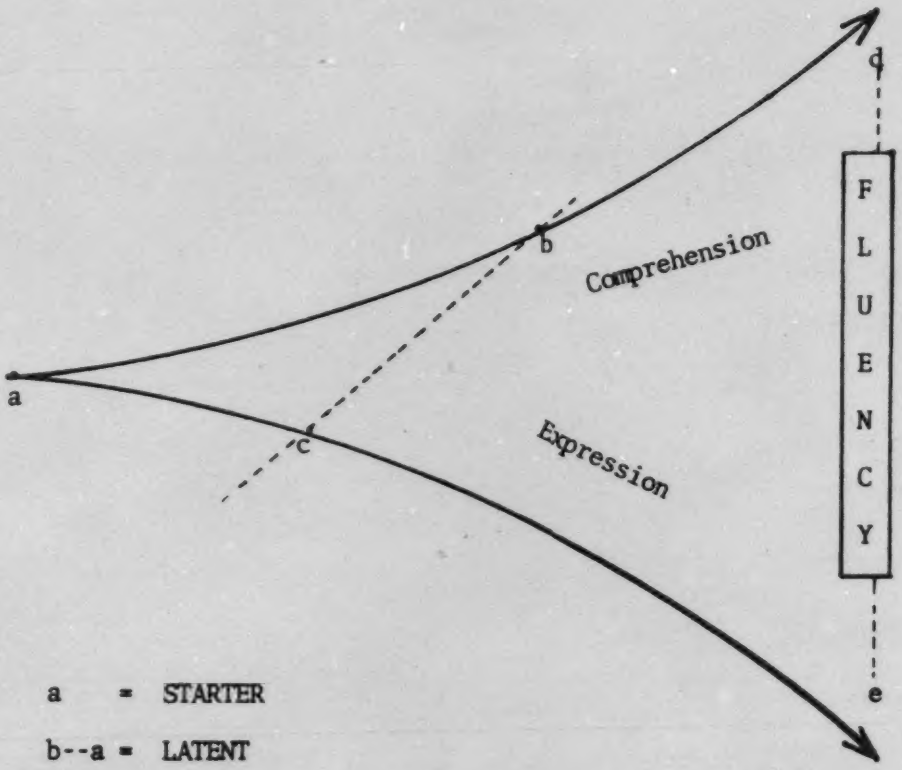
For every individual, it is possible to imagine a position on each continuum line, somewhere between no comprehension and fluent comprehension, between no expressive ability and fluent expression. If a line is drawn between those two points, the individual's imaginary "language knowledge profile" is produced.

Figure 2 illustrates this idea. The "points" and "profile," it must be emphasized, are imaginary. There are no tests that actually measure these oral abilities with accuracy, and in any case, formal tests would be alien to the spirit and concept of a LaRec recreation program. Nevertheless, the model may serve to illustrate the meanings of some words that are used throughout this handbook to describe an individual LaRec participant's knowledge of his ancestral language.

Figure 2

Oral Knowledge of the Ancestral Language

Imaginary Placements on the Double Continuum of Individuals at the Time of Entering a LaRec Program



a = STARTER

b--a = LATENT

b--c = LATENT PLUS

d--e = FLUENT

"STARTERS, LATENTS, AND FLUENTS"

(a) The most important notion illustrated by this model is that of "latent knowledge," which is particularly relevant to an ancestral language and, therefore, to LaRec.

A LATENT is a person who has enough comprehension skills to understand uncomplicated speech in the ancestral language, but who cannot express himself in the language.

This latent knowledge is extremely important. A LATENT has a tremendous advantage as a learner, even if he cannot speak a single sentence in the language. First, he "knows" the sound system of the language because he is accustomed to hearing all the sounds in meaningful situations. Even more important is the fact that he is accustomed to the basic intonation, stress, and rhythm patterns of the spoken language. He also "knows" much of the grammatical systems and structure, in the sense that he understands the difference between a plural and a singular reference, for example, or between past and present, or question and statement. He may not be very sure of what makes these differences, however, for he has almost certainly never thought about the way the language works, just as most persons have never reflected on their own mother tongue.

(b) LATENTS are characteristically those who associated at some time in their lives (usually childhood) with a person who spoke to them regularly in the ancestral language, but were brought up to speak a different language, such as English, and therefore have not been using the ancestral language in their daily lives. A LATENT may actually have spoken the ancestral language in early childhood but have lost the ability to speak it.

(c) A LATENT PLUS is a person who has the kind of comprehension skills described above but also has some expressive skills. He may be extremely limited in what he is able to say, and he may speak in a structurally incorrect way, but within his limited range he can make himself understood.

(d) A STARTER is a person who has no knowledge of the language whatever or who can understand very little of it.

After a STARTER has learned some of the language, he may be thought of as a STARTER PLUS. His situation is still very different from that of the LATENT. The underlying meaning of speech in the ancestral language, which a LATENT understands, will probably remain hidden to the STARTER until he has had a good deal of experience in hearing the language in meaningful situations.

(e) A FLUENT is a person who understands the speech he hears and can express himself without difficulty, according to his current needs. A FLUENT may not always use structurally correct forms, but his errors do not prevent easy communication in the language. In the same way, a FLUENT may not speak the standard dialect of the ancestral language; he may use different vocabulary, variant pronunciations, and perhaps a modified grammar. These non-standard forms do not interfere with his fluency, but he may wish to acquire the standard forms for personal reasons.

(f) It is possible that a student may have developed a special kind of latent knowledge of the spoken language by taking formal lessons in reading it, even if he has had little experience in hearing the language. Ability to read the written form implies at least partial knowledge of the grammatical systems and structure of the language, plus a knowledge of some vocabulary, and probably an approximate knowledge of the pronunciation of the sounds. When a LaRec participant masters the sound system of the language and gets some experience of listening to it, much of his latent "linguistic competence" can be released for use in spoken communication.

I.3. LOCAL VARIABLES

Every local LaRec program will be different from every other one because local situations are never exactly the same.

The most obvious difference may be in the type of recreation program that is chosen. Each local association will undoubtedly choose its own appropriate and descriptive name for the LaRec program it organizes, but in this handbook the various types are referred to by the following titles:

LaRec Pre-School Play Group
Saturday LaRec Club
Afternoon LaRec Club
Evening LaRec Club
LaRec Social Club
LaRec Summer Camp
LaRec Day Camp
Playground LaRec Club

Before one type of recreation program is selected, it is necessary for the LaRec planners to be aware of the importance of the following "local variables" and to understand their own local situation in these terms.

Prospective Participants

(a) Their ages.
(b) Their knowledge of the language.
(c) Their recreational interests.
(d) Number of participants expected.
(e) Their sex.

Program Leaders and Resource Persons

(a) Availability of suitably qualified persons.
(b) Number of program leaders and helpers required.

Organizational Arrangements

(a) Time.
(b) Place.
(c) Facilities and equipment.

The following comments on each of the local variables listed above show why it is necessary to understand the local situation before starting a LaRec program.

Participants: Who is likely to join?

If a local association has decided to investigate the possibility of a LaRec program, the members probably have some idea in their minds concerning the children, or other persons, who should have the opportunity of learning the ancestral language.

The job of the LaRec committee, however, is to discover enough specific facts about the prospective participants to make plans for a LaRec program that will really suit their needs.

(a) Age Group: How old are the prospective participants?

The type of program, the recreational activities, suitable arrangements for time and place, and the general approach will all depend on the age level of the participants.

The following grouping can serve as guidelines for planning:

Pre-Schoolers:	approximately 3-5 years.
Juniors:	approximately 6-9 years.
Pre-Teens:	approximately 10-13 years.
Teens:	approximately 14-18 years.
Young Adults:	usually single persons.
Adults, including also "senior citizens."	

If the prospective participants are of very different ages, it may be necessary to form more than one group, each having a program leader. Alternatively, it may be wise at first to begin a LaRec program with one age group only and to expand only after the program leaders have become confident through experience.

(b) The Language: How well do the prospective participants know the language already?

The range of suitable activities, the manner of presenting the activities, and the specific objectives that can reasonably be expected will all depend on whether the prospective participants know the language at all and, if so, how well they know it.

Generalizations, such as "They know a little" or "They don't know much," are not very helpful. It is important to consider a person's comprehension of the language as well as his ability to speak it, for if a person comprehends most of what he hears, he already knows a great deal of the structure of the language, even if he does not speak much of it.

In the section entitled "Knowledge of the Ancestral Language," beginning on page 37, general comments about language knowledge were made in order to help LaRec planners formulate the overall objective of a local program.

To develop a program that will be truly effective, however, the planners must try to have more specific information about the individuals who are likely to become participants.

The following questions are included to help the planners think in specific terms:

Comprehension of the spoken language.

(i) How many of the prospective participants can understand a simple request or command, but not much more? That would represent a low level of comprehension.

(ii) How many can understand a story well enough to appreciate the point of it, if the story is not too long or too complicated? That would represent an intermediate level of comprehension.

(iii) How many can understand a protracted talk about a serious subject, suitable to their age level, such as a sermon in church or a science explanation at school? That would represent a high level of comprehension.

Oral expression in the language.

(iv) How many of the prospective participants can respond appropriately to conventional greetings, but cannot continue a conversation at all? That would represent a very low level of expression.

(v) How many can answer simple, familiar questions about the weather or their name and age, for example, but are limited to that range of conversation? That would represent a low level of expression.

(vi) How many can take an active part in meal-time conversation, but express themselves awkwardly and ungrammatically at times, or often substitute English words for the precise vocabulary they lack? That would represent an intermediate level of expression.

(vii) How many can discuss a film or present reasons for their opinions on a variety of subjects, when they are encouraged to do so? That would represent a high level of expression, especially if they are able to speak without making gross errors in grammatical usage.

Literary vs. oral knowledge of the language.

(viii) How many of the prospective participants have learned to read and write the language in school but cannot use it orally to communicate easily with others? They would be classified with the LATENTS.

(c) Recreational Interests: What would the prospective participants like to do?

A LaRec program will be effective only if the participants enjoy the activities. If they already have a strong desire to take part in the kind of recreational activity that is selected, they will be eager to join and attend.

As children develop, their interests change. With younger children, the characteristic interests of the age group are the important consideration. If the activities are suitable and well presented, most young children will happily take part.

As children mature, however, their individual interests must be taken more carefully into consideration. Teen-agers may be persuaded to join a LaRec program, and to continue attending after they start, only if there is something in the content that attracts them personally. That is the reason that many teen-age recreation programs include a choice of activities conducted in small groups, along with short periods when everyone participates together. In that way, there is something for every interest.

LaRec Principle #8

Favourable conditions for language learning will be created in a LaRec program only if the recreational activities are interesting to the participants and enjoyed by them.

Detailed information about this topic may be found in the section entitled "Personal Characteristics According to Age Groups," beginning on page 113.

(d) Numbers: How many participants are likely to join the LaRec program?

The number of participants will affect the number of program leaders or helpers that must be found.

In programs for older children and adults, a practicable group size is ten to twelve persons, with fifteen considered the maximum that one program leader should look after without assistance. For a Pre-School Play Group, a "rule-of-thumb" suggestion is that there should be one adult for every six children.

The total number of participants may also affect the selection of a meeting place and the choice of activities. For example, if there are only ten participants, who are not FLUENTS, it would be folly to embark on preparations for a complete traditional festival at the end of one season. A tremendous effort of work might indeed produce a full performance of dances, songs, and costumes, but the amount of language learned would be proportionately diminished.

On the other hand, if there are thirty or forty teen-age participants, preparation for a festival performance would be an ideal scheme, combining a high degree of interest and motivation with a high degree of language-learning potential. Small groups could each work on one particular feature, according to the special interests of individuals.

(e) Male and Female Participants: Will the composition of the group, according to sex, have any special effect on the program that is being planned?

Nowadays, very little distinction is made between "activities suitable for boys" and "activities suitable for girls." Both boys and girls may be interested in almost every activity. In fact, recreation specialists have observed that when a mixed group engages in an activity traditionally associated with one sex - as, for example, cookery has usually been considered an interest of women; members of the opposite sex may perform in it even better.

Nevertheless, for at least two reasons it is important to take the sex of the prospective participants into consideration when planning. If the recreation program is to be a summer camp, for instance, separate facilities will be needed for boys and girls in a mixed group, even if they engage in the same activities. Also, it is not wise to base an entire recreation program on an activity traditionally associated with one sex, for persons of the opposite sex may be prejudiced against it from the start and refuse to attend.

Program Leaders: Who will conduct the local LaRec program?

(a) Availability: Where can we find the right persons?

The program leader can make or break a LaRec program. Young people will be happy to attend if the program leader inspires them. They may simply drop out if the leader is dull, uncertain, or authoritarian.

The qualifications for LaRec program leaders, described on page 59, state that a good knowledge of the ancestral language is the most essential qualification. However, it would be better to have a well-liked, enthusiastic amateur, who knows the language moderately well, than a disliked linguist.

It may be possible to find persons with a good knowledge of the language, recreation leadership, and (if applicable) expertise in traditional cultural activities, within the membership of the local ethnic association. On the other hand, it may be necessary to recruit them from outside the membership, or to attempt a somewhat less ambitious program than was originally conceived, if persons with the desired qualifications are not readily available.

(b) Number of Program Leaders: How many leaders do we need?

The number of program leaders needed depends on the size of the group, the age of the participants, and the qualifications of available personnel.

One talented person may be sufficient if the group is small. Even a talented program leader may need to call upon the services of persons with expertise in specialized fields, however. And quite often, members of the association may be needed as helpers, especially if the group is large or if the children are very young.

Organizational Arrangements: When? Where? What?

(a) Time: What times are the most suitable?

The limitations of time will affect the possibilities for language learning and the selection of recreational activities. There are several questions about time that must be answered:

Frequency:	How often will LaRec sessions be held?
Day and hours:	When is the most suitable time of the week? How long should each session last?
Duration:	How long should a LaRec season last?

Detailed discussion of these questions will be found in the Stage II section entitled "Times and Places," beginning on page 57.

Sponsors of a LaRec program, as well as the program leaders, must recognize the effects of these time variables on language learning. If they seriously compare the two hours per week (or two weeks per year) spent on the ancestral language during a LaRec program, with the 168 hours per week (or fifty weeks per year) spent using English, they will not have excessively high expectations that might be disappointed.

LaRec Principle #9

The amount of language that can be learned, and the fluency that can be gained, will be related to the duration of a program and the frequency of the sessions, as well as to the participants' previous knowledge of the language.

(b) Place: Where should the recreation sessions be held?

Weekly LaRec programs can be carried out successfully in a home, a school room, a school gymnasium, a church basement, a community hall, civic recreation centre, or association club rooms.

It is possible to conduct a LaRec program almost anywhere, but it is not possible to do every activity anywhere. For instance, it will probably be impossible to organize traditional dancing in the "rec room" of someone's home. Conversely, if a large church basement is used for very young children, some furniture arrangements may be necessary to mark out activity areas so that the children will not run about aimlessly.

Summer LaRec programs are usually thought of in terms of camping at a site beside a lake or in the mountains, well away from a populated area. They may also be conducted very successfully on a city playground or at a nearby park. A half-day program might even take place in a university summer school setting.

The availability of premises and the related questions of rent and transportation costs will have a strong bearing on the type of recreation program that is selected.

(c) Equipment and Facilities: What things do we need to use?

To some extent, the variety of recreational activities possible in any LaRec program will be governed by the facilities and equipment in the chosen meeting place. For example, trampoline exercises may be considered very desirable, for their recreational value and their potential for language learning, but they cannot be included in a LaRec program unless a trampoline is there on the premises. Certain crafts require the use of a stove and a sink.

If a LaRec program takes place in a room used for many other purposes, such as a school gymnasium, any essential equipment must be movable. The program leader may have to transport it to the premises himself.

The equipment and facilities at a camp site may make a great deal of difference to the camping activity program that can be arranged.

I.4. SELECTING THE BEST TYPE OF RECREATION PROGRAM

When the local situation has been fully investigated, it should be possible for the LaRec committee to select the most suitable type of recreation program to match local needs. Certain types are particularly appropriate to certain situations.

(a) A LaRec Pre-School Play Group is suitable for children who do not know the language at all because it is not used in the home. If the language were used in the home, the young children would have the opportunity of learning it under natural conditions, and they would not need a special LaRec program.

(b) A Saturday LaRec Club is suitable for school children, including teen-agers. It is especially suitable when the participants must travel to a central point from surrounding farms or suburbs.

(c) An Afternoon LaRec Club is also appropriate for school children and teen-agers, but is particularly suitable when conducted in the school which most of the participants attend, or at a nearby hall. In that case, very little time is lost between the close of the school day and the beginning of the LaRec club.

(d) An Evening LaRec Club is often the best kind for teen-agers and adults, who are otherwise occupied during the whole day.

(e) A LaRec Social Club is suitable for teen-agers or adults who are already able to express themselves in the language and who want an opportunity to improve their knowledge of the language and develop their fluency in speaking it.

Young people in school and working adults would probably want to meet as an evening social club. Some older adults who form a Golden Age Social Club may prefer to meet during the afternoon.

A social club is not a suitable organization for participants who are just beginning to learn the language.

(f) A LaRec Summer Camp may be enjoyed by school children of any age, but LaRec Day Camps and Playground LaRec Clubs are probably better suited to Juniors and Pre-teens than to Teens.

Legal Regulations

Ordinarily, there will be no more reason to think about legal regulations when planning a LaRec program than when planning any other voluntary gathering of people. However, in at least two situations it would be wise to find out whether any provincial or municipal laws must be complied with.

Summer Camps

Provincial and municipal regulations concerning water supply, sanitary facilities, food preparation, fire-fighting equipment, nursing or first aid supervision, or other matters related to the health and safety of the participants, must be complied with.

Local municipalities may also have regulations concerning health and safety at playgrounds.

A person who is qualified as a swimming instructor and life-saver should be in charge of all water sports. Qualification is ordinarily gained by holding the Royal Life Saving Society Bronze Medallion and by earning an instructor's certificate, such as the Red Cross Instructor's Certificate.

Pre-School Play Groups

A small play group may be regarded by the authorities simply as a neighbourhood get-together of a few mothers and children. However, any formalization of the program into a kindergarten or day-care centre would necessitate compliance with provincial regulations concerning premises, management, and supervision.

Insurance

Accidents are always possible, in spite of safety precautions. Particularly in the case of summer camps, it is advisable to check into the need for liability insurance.

I.5. EXPENSES AND SOURCES OF INCOME

Members of the ethnic association will need to have some idea of the possible costs before they make a definite decision to start a LaRec program. The LaRec committee should, therefore, investigate the question of expenses and sources of income.

A LaRec program can be conducted with virtually no expenditure by an association. For example, if the association already owns suitable premises, if members volunteer to use their time and talents as program leaders, and if the participants bring necessary materials from their own

homes, then expenditures will be negligible. A small low-cost LaRec program would also be possible if the sessions took place in the "rec room" of a member's own home.

Usually, however, there will be some financial needs and the costs for the program will vary accordingly.

The following possible expenses should be considered:

(a) Personnel.

Enough money should be set aside to provide for a program leader's wages or an honorarium, unless the association is fortunate enough to have the services of volunteers.

The committee should investigate the current hourly rates for recreation leaders or language instructors in the community. Multiplying the cost per session at this rate by the number of sessions in the proposed LaRec season, by the number of program leaders, will give an estimate for the basic personnel costs.

Example

1 program leader @ $4.00 per hour, or $10.00 per session of 2½ hours X 10 sessions = $100.00

It may also be necessary to pay for the travelling expenses of a program leader or resource persons.

(b) Rent for premises.

The proposed recreation program will be a guide in determining the amount and type of space that will be needed to conduct the activities. If the association does not own its own club rooms, space may be rented in a local school, hall, or recreation centre. A close estimate of rental costs can be made because there is ordinarily an established schedule of rates.

Example

$3.00 per hour, or $7.50 per session X 10 sessions = $75.00

If the rent required for a hall or recreation centre is more than an association can afford, LaRec program planners may have to modify their plans, selecting activities that require less space and simpler equipment.

(c) Equipment and Recreation Supplies.

"Equipment" includes non-consumable things, such as gym mats, table games, record players, records, balls, tables, and so on. The equipment required for the selected program may be available on the premises that will be used. If not, the question of borrowing, renting or purchasing it should be investigated.

"Supplies" are consumable items, such as paper, pencils, paint brushes, paints, cleaning supplies, paper towels, and so on.

Costs can be cut by having the participants bring some supplies themselves. They are, after all, the ones who will receive the greatest benefit from the activity and the finished product.

The selected program and the participants' contribution of supplies will determine the amount of money to be alloted to this budget item.

It is important that some funds be allotted for unforeseen needs.

(d) Refreshments.

Since relaxed, informal conversation at the end of the recreation sessions adds a great deal of value to a LaRec program, refreshments may be considered desirable. These may be just a cup of coffee and a doughnut for the older participants or a cookie and drink for the Pre-Schoolers. Costs may be reduced if the participants bring some refreshments themselves.

The cost of food during a summer camp is, of course, a major budgetary item that requires careful investigation.

(e) Advertising.

The LaRec program should be advertised if it is open to those who are not actually members of the ethnic association. Costs may be very low, however, if the opportunities for unpaid publicity are well used.

(f) Other.

It is possible that there may be other expenses in certain programs, such as group transportation for a summer camp.

Time will be saved if the LaRec committee also makes some recommendations about income. Four main sources of income should be investigated:

(a) Association funds.

The ethnic association may be able to provide all the necessary money from its treasury. Alternatively, association funds might be used for part of the costs and money raised by other means to cover the rest.

(b) Grants.

Funds may be available for certain kinds of programs from provincial and federal government departments. Inquiries about grants should be directed to:

** the appropriate provincial department that is concerned with recreation and cultural affairs;

** the federal Department of the Secretary of State;

** a provincial government inquiry centre.

(c) Registration fees.

Experience has shown that participants in a program often regard it more highly if they contribute to it financially. The assessment of a registration fee ensures that those who benefit most directly from a LaRec program are paying something towards the costs. On the other hand, registration fees should not be set so high that prospective participants feel they cannot join.

Example

If the LaRec program's total expenses were estimated to be $150.00, and if there were twenty-five participants, the registration fee might be $1.00 or $2.00 per person. Other sources of income would be found to pay for the remainder.

Alternatively, if each participant were able to pay $6.00, registration fees could cover the entire cost.

(d) Fund-raising projects.

There is a wide variety of projects that can be undertaken to raise funds. Some suggestions may be found on page 145.

In some cases, the fund-raising project can actually be a very useful language-learning activity in the LaRec program.

I.6/B. THE LaRec COMMITTEE'S PROPOSAL

After the LaRec committee has made its study, it will report its recommendations to the local ethnic association. This may be a simple oral report or a more formal written one, according to the customs of the association.

In either case, committee members should be prepared to answer questions about their recommendations. The aim should be to help the members of the association understand the LaRec concept in relation to their local situation so that they can make wise decisions about organizing a LaRec program.

STAGE II DEVELOPMENT

"Prepare a general scheme."

II.C TIMES AND PLACES

In the section on "Local Variables" some questions concerning time and place were listed for consideration. Although the LaRec committee may have made recommendations about these organizational matters in their proposal, the members of the association will have to agree on the specific details.

1. Frequency: How often will the sessions be held?

(a) LaRec Clubs.

Ordinarily, a recreation "club" that is held throughout the year will involve one session each week. It is important for both the planners and the members of the sponsoring association to bear in mind the fact that the participants will not learn the language so quickly in once-weekly sessions as they would if they were meeting every day. (Of course, the same fact holds true for formal classroom instruction in a language: the greater the frequency of language-learning situations, the greater the likelihood that learning will take place.)

(b) LaRec Social Clubs.

If the members of a social club already know the language and are seeking an opportunity to use it rather than learn it, they may be satisfied with less frequent meetings. Under most circumstances, however, regular weekly meetings should be considered a minimum frequency if the development of any language skills is an objective.

(c) LaRec Pre-School Play Groups.

Play groups composed of very young children usually meet more frequently, according to the wishes of the parents and the age of the children.

If the parents are closely involved with the program, and are willing to continue using at home the same language items the child learned during play, the degree of frequency may not be significant. On the other hand, if the LaRec play session is virtually the only time that the children hear the ancestral language, short sessions almost every weekday will be needed to help them retain the language they begin to learn.

(d) LaRec Summer Programs.

Summer camps, naturally, fall into a different category, since the language-learning situation lasts throughout the duration of the camp. A Playground LaRec Club, however, might be conducted on a daily basis.

2. Days and Hours: When is the most suitable time of the week? How long should each session last?

Afternoon and Evening LaRec Clubs are usually limited in time to two or three hours. A carefully planned schedule of activities is needed if the limited time is to be effectively used for recreational activities that are productive of language learning. Saturday LaRec Clubs may last a little longer than an afternoon club.

Pre-School Play Groups may meet in the morning or afternoon, at the parents' convenience. They may last as long as two hours, if there is a frequent change of activity.

3. Duration: How long should a LaRec program last?

(a) Weekly LaRec Clubs.

Recreation programs conducted on a once-weekly basis are often planned to last throughout the fall, winter, and spring, concurrent with the school year. Some associations find this arrangement popular with their members, and there is time for the results of language learning to become apparent.

However, some teen-agers and adults do not like to make a weekly commitment of their time for nearly a year. Attendance may begin to drop off as soon as spring approaches. It may therefore be advisable to organize two seasons, one before Christmas and one afterwards.

(b) LaRec Summer Camps.

The duration of a summer camp may depend on the availability of camping facilities, on the funds available for paying camp supervisors and counsellors, and on the age of the participants.

A two-week period will probably permit a higher degree of language retention and fluency than a one-week period. The recreational program can also be developed to a satisfying climax.

Some language camps that are conducted with an intensive instructional approach (as contrasted with the more characteristic LaRec approach of relaxed language learning through activities) last five weeks. They are usually staffed with qualified and experienced language teachers, and there is usually formal instruction every day.

Younger children may suffer from acute homesickness if the camp lasts longer than one week, whereas teen-agers may prefer a two-week camp.

II.D LaRec PROGRAM LEADERS

Since LaRec means "language through recreation," the ideal program leader would be a person who combines the knowledge and skills of a "language specialist" and a "recreation specialist" in himself. Each LaRec session needs input from both of these specializations.

Another ideal situation would be for the "language specialist" and the "recreation specialist" to work together as a team, both understanding the LaRec concept and methods and each able to take charge of a LaRec recreation session himself when necessary.

However, in real life the ideal is rarely encountered. It may be necessary for the "language specialist" to get advice from others concerning the recreation aspect while he remains responsible for the planning of the language content himself.

In the preceding paragraphs, the terms "language specialist" and "recreation specialist" have been printed in quotation marks to indicate that they refer merely to some degree of special knowledge and not to a particular professional qualification.

Many personal qualities and talents might be listed as desirable in a LaRec program leader, but there are five essential qualifications.

1. He must be able to speak the language fluently.

   This is the most essential qualification of a leader in a language-learning program. The participants cannot learn the ancestral language unless they hear it spoken.

   There are arguments both for and against choosing a professional language teacher to be the program leader. In one sense, a language teacher's knowledge may be very helpful. In the "LaRec Process," recreational activities are sought that will necessitate the use of important structural patterns and illustrate the basic systems of the language. A language teacher would already be aware of these systems and patterns whereas most people never think about the way their own language operates.

   On the other hand, a language teacher who is not prepared to try new methods may not be able to adjust to a language-through-recreation concept. Instead of concentrating on the learner, who hears and uses the language in activities that are of absorbing interest to him, a language teacher may continue to think in terms of formal instruction, thus defeating the aims of a LaRec program.

2. He must have some knowledge of the principles and techniques of recreation leadership.

   It will be necessary, for example, for the program leader to match the recreational activity to the needs and interests of the participants, to plan the activity program for a season, and to conduct the group activities.

3. He must be able to establish a rapport with the participants.

   LaRec depends for its success on the participants' enjoyment of the program sessions. If the program leader cannot inspire willing co-operation, there is little likelihood of success.

4. He must be able to work with other leaders, helpers, and resource persons.

   A LaRec program is, by its very nature, a co-operative venture. Friction between the program leader and others who are involved might spoil the whole program.

5. He must be willing to try the LaRec concept wholeheartedly for an allotted period of time.

   This includes (a) being willing to plan each recreation session in detail and (b) being willing to control his own use of the language during the recreation sessions, modifying it to the needs of the group, so that learning can take place.

II. 7. OBJECTIVES FOR A SEASON OF LaRec

In the section entitled "Local Variables" it was suggested that a relatively short "season" of LaRec sessions be planned at first, such as the period between school opening in the fall and Christmas. In that way, prospective participants might feel able to commit themselves to regular attendance. Also, an evaluation at the end might show ways of improving the program during the next season.

When planning a general scheme for the season, program leaders need to consider what can be accomplished during that period of time. A realistic appraisal of the possibilities is required.

Thus, when it appears that there may be a maximum of fifteen once-weekly sessions in a season, it will be realized that only a limited amount of language learning can be expected. This limitation will be especially strong if the participants do not have the opportunity to use the language at all during the intervening six days each week, as the frequency of exposure to a language is a very important factor in its learning. On the credit side, however, is the fact that the participants in a LaRec program may be able to learn that limited amount of language very well, speaking about real situations in a natural and confident way.

LaRec Principle #10

The objectives that are set for one season of a LaRec program should be realistic. No one should be led to expect too much. No method of language learning is "instant magic"; all language learning requires time, opportunity, and motivation.

It is impossible in this handbook to state specifically what the season's objectives of any local LaRec program should be. These seasonal objectives will depend on the original overall objective, on the age and language competence of the participants, on the duration and frequency of the sessions. It would be wise also for the program leaders to take into consideration their own level of experience in this field.

However, some suggestions about the kind of statements that might be formulated as seasonal objectives are printed here for the guidance of the program leaders. In every case, both the language and the recreation aspects of a program are considered.

Seasonal Objectives Applicable to All Local LaRec Programs

(a) Persistence.

Probably the most important objective of every program will be to persist until the end of the season with regular attendance by the participants. If that single objective is achieved, the LaRec program can be considered at least a partial success.

(b) Positive attitude.

Allied to the first objective is the aim of maintaining or creating among the participants a positive attitude towards the ancestral language.

(c) Language for a "permanent domain of the participants' lives."

One other objective should be included, if possible, in every local program: the deliberate choice of some activities that are directly connected in some way with an aspect of the participants' lives that is likely to provide a continuing opportunity to use the ancestral language.

Depending on local circumstances, this objective might be as simple as "learning to greet people." It might be to learn to talk about foods and table settings, so that the ancestral language can be used at family meals. For others, it might be to learn traditional ethnic songs that are often sung at reunions, or to learn to talk about the dances, cooking, and special crafts that are associated with ethnic festivals.

For young people who have already found a favourite kind of recreational activity that they are likely to continue throughout life, this "permanent domain" objective might be to learn the language associated with that activity. Then, whenever they meet again to take part in it, it will seem right to use the ancestral language.

The reason for including this objective in each season's planning is that it will direct attention to the importance of gradually building up both the language content that can be used and the opportunities to continue using that language content.

Examples of Objectives for a Pre-School Play Group

The objectives for the first season of a LaRec Pre-School Play Group might include statements like these:

(a) The sessions of activities will be attractive to the children so that they will be happy to continue attending.

(b) The children's level of "socialization," or ability to get along with others, will increase.

(c) Through the variety of activities, there will be a development of the children's physical skills, such as an increased ability to handle materials, and mental powers, such as their use of imagination.

(d) The children will be able to do the activities when the leader uses the ancestral language for the instructions.

(e) The children will begin to recognize a few frequently used words and phrases spoken in the ancestral language, such as "cookie," "crayon," "form a circle," even when they do not see the meaning demonstrated.

(f) Some of the children (especially the older ones) will be able to sing several songs in the ancestral language and will begin to speak some of the frequently heard words and phrases themselves.

It should be noticed that the language-learning objectives suggested above are not very demanding. There is no list of words and structural patterns that the children are expected to speak. Young children learn to speak a language - including their own mother tongue - at their own pace.

Some of the children may, in fact, show much more evidence of learning the ancestral language than is suggested by the objectives above. Besides, the truth is that no one knows how much language learning goes on in a child's mind. He may actually have learned an astonishing amount before he begins to say very much.

Warning. Especially with young children, it is necessary to differentiate between two kinds of tasks:

(a) learning the words in a new language for speaking about a concept that is already known;

(b) learning a new concept, even through the medium of one's own mother tongue.

For example, the older Pre-Schoolers may already be adept at counting in English and may have a fairly strong concept of numbers, so that they can associate the number word "five" with five objects, for instance. They can probably learn to use the numbers from one to ten in the ancestral language without much difficulty, by means of repeated practice with real things and people. If the younger Pre-Schoolers are taught the numbers in the ancestral language, however, they will probably be erratic in saying them and applying them situationally, not only because of the strange language but because they have not yet formed a clear concept of number. They should not be expected to be consistently correct immediately.

LaRec Principle #11

It is necessary to differentiate between a young child's task of acquiring new information and developing new mental concepts, in connection with the new language, and the older person's less complex task of merely adding a new language to the information and concepts he already possesses.

Examples of Objectives for Pre-Teen STARTERS

The objectives for the first season of a LaRec club for Pre-Teen STARTERS might include statements like these:

(a) The activities of the sessions will be of sufficient interest to the participants to prompt their regular attendance throughout the season.

(b) The participants will gain some new recreational and social skills that they themselves recognize to be worthwhile.

(c) They will be able to do the activities of the LaRec sessions when the leader uses the ancestral language for the instructions; that is, they will comprehend the demonstrated language.

(d) They will begin to use some frequently-heard words and phrases in response to the appropriate situation. Typical examples of such language items are: greetings and other conventional polite expressions; numbers; names of supplies and equipment; articles of clothing; phrases that combine these names with action-words and place-words.

(e) They will be able to demonstrate some of their newly acquired recreational skills in a "Display for Parents" during which they will also show some knowledge of the ancestral language by, for instance, following instructions spoken by the leader, singing songs, or performing a memorized skit.

Objectives similar to those above would also apply to the first season with a group of Pre-Teen LATENTS. However, since the LATENTS could be expected to comprehend much more than the STARTERS, they could probably begin earlier to take more active responsibility. Therefore, an additional objective might be:

The participants will begin to take an active role of responsibility, such as keeping the score or coaching younger children.

Thus, it is evident that STARTERS and LATENTS can easily be combined in one group. The LATENTS may begin to speak the language more quickly than the STARTERS, because they already have a store of language knowledge in their minds. STARTERS may learn from LATENTS just as much as from the program leader.

Examples of Objectives for a Group of FLUENTS

The objectives for a season's LaRec program in a group of Teens or Young Adults who are FLUENTS might include statements like these:

(a) The participants will stay in the program for the whole season because they enjoy the social contacts, are interested in the recreational activities and value the opportunity of speaking the ancestral language.

(b) They themselves will feel that their use of the ancestral language is developing.

(c) They will be able to take most of the responsibility for planning their own activities; the program leader will fill the role of interested guide rather than a director.

(d) They will accomplish at least one special project, such as an intercity rally, a games tournament, an entertainment at a senior citizens' home, etc.

The examples above are merely suggestions. Actual objectives for a season's program should be specifically related, as much as possible, to the local situation.

In addition to the definite objectives that are made, the program leaders may also hope that parents or other members of the ethnic association will hear some of the participants beginning to use a few words and expressions in the ancestral language outside the recreation sessions. That would be a gratifying bonus.

II. 8. THE LaRec PROCESS

In order to be able to analyze the language-learning potential of an activity and to put that potential to work for effective learning, it is first necessary to understand what language consists of and what learning a language means.

These questions are discussed in this section under the following headings:

A. Learning a Language
B. Language Structure
C. Structural Patterns
D. Standard Language Formulas
E. Language Content for STARTERS and LATENTS
F. Language Content for FLUENTS
G. LaRec Methods: an Illustration

H. The Language-Learning Potential of an Activity
I. The Principle of Predetermined Emphasis

A. Learning a Language

What does learning a language mean?

To answer that question, one must first understand what language itself consists of. The single most important idea to understand is that language is more than words. The meaning that can be expressed by VOCABULARY is very limited; it is the way in which words are used in relation to one another - the STRUCTURE of the language - that makes the meaning accurate and clear.

An example from English can illustrate this essential idea. Each of the three vocabulary items below seems on first consideration, to be perfectly clear in meaning:

hunter kill bear

But suppose someone put those three words - and those three words only - together in the hope that a listener would understand his meaning: "hunter kill bear." The listener would be baffled. Is a hunter killing a bear now? Did a hunter kill a bear? Does some hunter like to kill bears? Is this a general comment that all hunters kill bears (whenever they see them)? Or, perhaps, was a hunter killed by a bear?

The basic STRUCTURE of a language, which may depend on features such as word order, word changes, the stringing-together of particles, or the use of special structure words, is what makes sense out of the VOCABULARY that is used.

Furthermore, words consist of particular sounds. In English, for example, there is a great deal of difference in meaning between a cat and a hat, even though there is only one small difference in sound. In addition, the total sound of a whole phrase or sentence affects the meaning of what is spoken. If an English speaker says, "The bus is leaving at three o'clock," with a falling intonation, any English-speakers who hear him know that he is simply making a statement about the time of departure. But if his voice rises as he says, "The bus is leaving at three o'clock?", they know that he is really asking a question and wants an answer.

Every language has its own particular sounds, its own characteristic rhythms, its own stress and intonation patterns. The use of these sounds and sound patterns forms the SOUND SYSTEM of the language.

A language, then, may be thought of in terms of its SOUND SYSTEM, its STRUCTURE, and its VOCABULARY, each element contributing to the MEANING of every spoken phrase.

It has been suggested that "knowing a language" means having a mastery of 90% of its sound system, 50% of its structure, and 2% of its vocabulary. Obviously, these percentages are imaginary, but they are useful proportions for LaRec leaders to think about.

If a person's knowledge of a language does not go beyond a list of disconnected vocabulary items, he does not know how to put those words together to express himself clearly. But if he has learned the basic structures of a language, he knows how to put together any vocabulary items he adds to his repertory. He can operate the language himself, comprehending sentences he has never heard exactly that way before, and creating new sentences to express what he wants to say. It will then be true to state that he has learned the language.

LaRec participants will learn a great deal about the sound system of their ancestral language in a natural way, by hearing words and sentences that have meaning for them and that are spoken with correct pronunciation and natural stress, rhythm, and intonation. They will, of course, learn many words that are related to the activities in which they engage. They will also be able to learn the basic structure of the language in a natural way, but they will be able to learn it best if the LaRec leader organizes it for them so that the connection between meaning and certain structural patterns becomes clear to them.

For that reason, it is important that LaRec leaders have some understanding of what the term "language structure" means. The next section is therefore devoted to this topic.

LaRec Principle #12

Knowledge of a language means the ability to create new sentences in it. A learner must become able to operate the language himself.

Therefore, it is not enough that LaRec participants learn a lot of words in the ancestral language; they have to learn how to combine words in the structural patterns of the language in order to express meaning.

B. Language Structure

Every language has its own grammatical systems and structure. Since LaRec may be used by speakers of any language, this handbook cannot hope to illustrate the meaning of language systems and structure in the ancestral language of every user. Instead, examples are presented for the English language, which all LaRec users share. Readers are requested not to translate, since direct translations would probably create absurdities, but to ask themselves:

How does my language do that same kind of work?

Example #1.

The English number system has two terms:

** singular, which refers to "one";
** plural, which refers to "more than one."

Some languages have a different kind of number system. Arabic, for example, has three terms:

** singular, which refers to "one";
** dual, which refers to "two";
** plural, which refers to "more than two."

What kind of number system does my language have?

Example #2.

In English, many nouns refer to objects that can be counted; they are therefore known as "countable nouns," in contrast to "mass nouns" or "uncountable nouns," such as sugar, clay, or water.

The plural of most of these countable nouns is formed in a regular way, by adding certain endings, as follows:

- a hissing "s" sound (e.g., one bat - two bats; one step - five steps)

- a buzzing "z" sound (e.g., one football - two footballs; one game - three games)

- an extra syllable pronounced rather like "iz" (e.g., one stitch - several stitches; one judge - two judges)

The addition of these endings to form the plurals of nouns is one feature of English structure.

Other languages indicate the plural number in different ways, however. For instance, in Malay no word ending is added, but a classifying word must be introduced. Thus, the Malay method of saying "three cars," if literally translated, would be "three piece (of) car"; "three cigarettes" would be "three stick (of) cigarette."

What method does my language use for referring to several things or persons?

Example #3.

A word is very rarely used all alone; it is used in relation to other words, although those other words may sometimes be implied rather than actually spoken. Every language has its own way of showing the relationship of one word to another in a sentence.

One of the most fundamental relationships is that of "subject" of an action and "object" of that action. In English, this relationship is usually shown by word order. Thus, any English speaker knows who the victim is in each of the following sentences, even though the words themselves are exactly the same.

The hunter killed the bear.

The bear killed the hunter.

In other languages, the relationship between "subject" and "object" may be shown in different ways. For instance, special case endings are added to Polish nouns and the endings of German articles are changed.

How does my language indicate the "subject" and the "object" of a sentence?

Example #4.

In English many short "structure words" are used to show relationships. For example, in the English phrase the walls of the room, the word of shows the relation between walls and room. In other languages, the same relationship might be indicated by a special case ending added to the word corresponding to room, or by a certain special word order.

In English, the structure words a, an, and the are extremely common, whereas some other languages have no need whatever for such words because there are other means of achieving the same purpose.

How does my language indicate the relationships of words within phrases?

Example #5.

In English, yes-no questions (that is, questions that can be answered by yes or no) are most often made by inverting the usual order of the "subject" and the verb (or part of the verb).

The hunter has already killed the bear.

Has the hunter already killed the bear?

In some other languages, the word order does not need to be changed at all; instead, as in Chinese, an extra word or particle is added to the verb or to the whole sentence.

How does my language construct a "yes-no" question from a statement?

All the examples above have been included, first of all, to illustrate the kind of thing that is meant by the STRUCTURE of a language and, second, to emphasize the notion that every language has its own structure. The structure of the ancestral language may be very different from the English structure that a LaRec participant regards as "normal."

A person who learns any language must learn the basic structure of it so that he can operate it himself, understanding the significance of what he hears and expressing what he needs to say. He must learn

important matters like the examples given above: question-sentences vs. statement-sentences; plural forms vs. singular forms; "subject" vs. "object," and so on.

A learner does not need to memorize statements of rules about the order of words, or about cases, or tenses, or genders. He does not even need to hear statements of rules. He does need to learn to use all these forms and arrangements for both comprehension and expression.

LaRec Principle #13

LaRec participants learn the basic structure of the ancestral language through its use. There is no need for them to learn grammatical terminology, which is not appropriate to a recreation program.

LaRec participants can understand the ancestral language spoken in a recreational activity because it is used situationally. But LaRec learning can be most effective when the leader takes care to plan the language use in an organized way, so that the participants get practice that is concentrated on one or two structural features at a time. It is this combination of structural organization and the situational use of language, in association with things and actions, that is the heart of LaRec methods.

C. Structural Patterns

In organizing language so that effective language learning can take place, one of the most useful techniques is the combination of sentence pattern and word substitution. Pattern can be found in any language, and it can be used to concentrate a learner's attention on an important structural feature.

The examples presented in this handbook to illustrate the notion of sentence pattern and substitution are of necessity in English. Readers are requested not to translate, or to try to force the same kind of substitutions on their language if it does not operate in the same way, but to ask themselves:

> What kind of regular pattern appears in my language when it is spoken in similar situations?

Example #1.

In any kind of recreational activity, the participants will often have occasion to talk about the person who has certain articles in his possession at a particular moment, as in the following sentences:

Joe has the ball.	He has the clay.
Maria has the bat.	She has the glue.
Tony has the net.	The leader has the record.
Stephen has the knife.	etc.

It will readily be seen that the pattern in these sentences is basically:

SOMEONE	has	SOMETHING
(subject)	(verb)	(object)

The basic SENTENCE PATTERN remains the same, but WORD SUBSTITUTIONS take the place of "someone" and "something."

It is possible to put this language content into a "table," which thus points out the basic pattern and indicates the type of word that can be substituted:

Joe Maria Tony Stephen He She The leader ... etc.	has	the	ball. bat. net. clay. glue. record.

From the substitution table above, it should be possible to see two additional notions that are important for language learning:

(a) Any of the "subject" words in the left-hand column can be used with any of the "object" words in the right-hand column, according to the actual situation during a recreation activity.

(b) When this pattern-substitution technique is recognized and deliberately used by the LaRec leader, the participants get concentrated and repeated experience in <u>combining</u> words (perhaps with certain endings or certain other special changes) to form the structure that fits a certain situation. Thus, they gain a knowledge of how the language operates. They are not just imitating the leader's sentences; they are becoming able to create their own sentences in the ancestral language. That is what "learning the language" actually means.

Only a small part of the "substitution-potential" in the sentence pattern discussed in Example #1 has been shown. Consider what may be learned about the structural systems of the language by the following small changes:

Example #2: Making the "object" word plural:

Maria	has	the	bats.
Joe			balls.
Tony			nets.
Stephen			knives.
He			records.
She			
The leader			costumes.
... etc.			

Example #3: Adding a descriptive word to the "object":

Maria	has	the	heavy bat.
Joe			blue ball.
Tony			long net.
Stephen			sharp knife.
He			broken record.
She			
The leader			Ukrainian costume.
... etc.			... etc.

Example #4: Making the "subject" word plural:

The girls	have	the	bats.
The boys			net.
The other players			racquets.
They			uniforms.
... etc.			cues.
			discs.
			... etc.

Example #5: Substituting a different verb:

Joe Maria Tony Stephen He She The leader ... etc.	wants needs	the	net. knife. clay. glue. heavy bat. ... etc.
The girls The boys The others They ... etc.	want need		

Example #6: Changing the statement to a "yes-no" question:

Does	Joe Maria Tony he she ... etc.	have want need	the	net? knife? uniforms?
Do	the girls the boys they ... etc.			costumes? glue? clay? ... etc.

Example #7: Changing the statement about the present time to a statement about past time:

Joe Maria Stephen Tony He She ... etc. The girls The boys They ... etc.	had wanted needed	the	bats knives uniforms costumes discs cues ... etc.	a moment ago.

Example #8: Adding a negative statement to the previous statement about past time:

... but	he she	doesn't	have want	them	now.
	they	don't			

Notice that all of the suggested sentences in the tables above are the kind of language that would occur naturally during certain recreation activities. The meaning would be clear because of the situation. If all the variations were introduced at once, however, the participants would have difficulty in mastering - and even noticing - the structural differences.

By choosing the recreation activity carefully, the LaRec program leader can make sure that there are many single articles to talk about in one session, or many groups of articles to talk about in another

session, or many articles that need a special descriptive word at another time, and so on. There will not be perfect "control" of the language, as there may be in a school lesson, but there can be concentration of attention, a "predetermined emphasis," on some essential structural feature.

All the examples above have been based on a single structural pattern:

"SUBJECT"----- VERB ----- "OBJECT"

It must be understood that there are many other structural patterns in every language: patterns that identify, or describe, or locate, or compare, or show time relationships, or answer questions such as Why?, What for?, When?, How?, and so on. A person who learns a language has to learn to combine words in those structural patterns in order to create the sentences he needs to understand and say in different situations. Little by little, a participant in a LaRec program can master the basic structural patterns of his ancestral language - if the recreational activities are planned in such a way that he can concentrate on certain important structural features during each LaRec session.

Abbreviated Arrangement of Structural Patterns

The possibility of substituting in a sentence pattern is often indicated in written form by parentheses, thus:

(Joe) has (the ball)

Suggestions for possible substitutions are often separated in written form by obliques, thus:

(Joe/Maria/He/She/The leader/...) has the (ball/bat/glue/scissors/..)

D. Standard Language Formulas

Certain expressions that will probably be used very often in a LaRec program, even from the beginning, are different in nature from a sentence pattern that is used to develop a knowledge of language structure. One does not try to make substitutions in phrases like "Hello! How are you today?" One just says them, at the appropriate time, without variation. They are very important and useful expressions for a LaRec participant to learn, but they will not lead him on to very much further language learning. In the process of learning to operate the language, they are "dead-end" items, as opposed to "gateway" items that lead on to more language learning. They are known as "standard language formulas."

In addition to common social expressions, there are also some standard language formulas that are directly associated with recreational activities. The familiar words used in English for starting a race, "On your mark, get set, go!" are a case in point. That combination of words does not constitute a pattern in which different words may be substituted in different situations. It is a unique, conventional phrase.

Here are a few more examples of standard language formulas that may be used often in a LaRec program. They are listed here in English. Again, readers are requested not to translate these phrases into their own language, but to ask themselves:

What expressions does my language use for the same situation?

Conventional Social Expressions

Hello.	Goodbye/Goodnight.
Good (evening).	
How are you?	Fine.
Please.	Thank you. You are welcome.
Excuse me.	That's all right.
Pardon?	
... etc.	

Common Imperatives

(a)

The command	..... often combined with other words
Look.	Look here. Look there.
Listen.	
Begin.	Begin again.
Stop.	
Wait.	
Try.	Try again. Now, YOU try.
---	Come here. Come with me.
---	Do it again. Do it like this.
Say (this).	Say it again. Say it like this.

(b) A request form may be substituted:

Please give me ...
Please show me ...

(c) The suggestion pattern Let's (play) ... is used frequently instead of a direct command, if the speaker is also going to do the action.

Recreation Session Routines

(a) It's time for (a break/lunch/singing/...).
It's time to (begin/stop/go home/...).
It's (cookie) time.

(b) Ready? Ready. Not yet.
Ready - set - go! or 1 - 2 - 3, go!

(c) Let's (pick up/put away/..) the (papers).

Praise and Encouragement

Good! Very good! Beautiful!
That's right. That's the way!
Never mind! Keep trying.
... etc.

Except for the conventional social expressions, it is usually not necessary that the participants learn to say the standard language formulas immediately. The important objective is that LaRec participants understand the meaning.

It is the proper use of standard language formulas that will make it possible to carry on a LaRec program in the ancestral language from the beginning, even if the participants do not know the language when they enter. The proper use of language formulas can also help the participants to acquire a very natural way of speaking some of the expressions they might need to use frequently in their contacts with speakers of the ancestral language.

Certain procedures will ensure the effective use of these standard language formulas:

1. Always say the expression in the same way, with the same wording.

Language learners who hear a constant flood of strange sounds cannot persist long in trying to figure out what it all means; they simply "tune their minds out" after a while, unless they can recognize at least part of it.

Sentences that mean just about the same thing to a person who knows the language probably sound completely different to a beginner. The following example (referring to the learning of a song) illustrates this point:

- Say after me,...
- Repeat the words after me.
- I'm going to say one line at a time. You repeat each line after me.
- I'd like you to repeat each line of the song after I say it.
- etc.

If a LaRec program leader uses a similar variety of instructions in the ancestral language, sometimes saying one and sometimes saying another, the participants will not begin to recognize any phrase in the stream of speech. The process of associating a phrase and its meaning cannot get started. Beginners have no way of knowing that, for all practical purposes, the instructions in the example above mean about the same.

On the other hand, if the leader trains himself to use the same simple phrase, such as "Say after me," the participants will quickly begin to recognize the sound of that phrase and associate it with the situation.

For that reason, every LaRec leader should decide from the beginning the standard way he is going to say common expressions. Thereafter, he should continue to use that standard wording until the LaRec participants become sufficiently advanced in the ancestral language to learn variations and to construct their own expressions from their stock of learned structural patterns and vocabulary.

2. Demonstrate the meaning of the formula the first few times it is used with beginners.

At first, the meaning of a formula should be demonstrated every time it is said. For example, an instructor who says the equivalent for "Form a circle" immediately starts helping participants to form a circle by joining hands with two participants and beginning to lead them into position. If some participants do not understand what they should do, he leads them into place, repeating the formula, "Form a circle."

3. After a period of combined speech and action, stop demonstrating the formula.

It is just as important to eliminate the demonstration of a formula after several sessions as it was originally to act out the meaning. If demonstration accompanies speech indefinitely, the participants may become expert users of sign language, but they are likely to remain dependent on visual cues. They are not likely to move towards oral mastery of the ancestral language, which is the objective of a LaRec program.

4. Continue to use the standard wording of the language formulas until the participants' knowledge of structure and vocabulary permits a less controlled style of speech.

There is no reason to rush too fast towards the use of more complicated expressions. Simple instructions are often the best under any circumstances. Furthermore, the participants will gain confidence in carrying out their activities in the medium of the ancestral language if they often hear familiar expressions. They will be able to focus their attention better on the new structural patterns when they do not have to struggle unnecessarily with new wordings of routine expressions.

In addition, many of the participants will begin to speak the formulas themselves when the situations arise, even though they are not required to, just because the formulas have become very familiar to them. They will be learning the language in a very natural way. They may even sound like native speakers when they say those common expressions!

E. Language Content in a LaRec Program for STARTERS and LATENTS

Instructional language courses ordinarily contain a given body of language to be presented to the students and learned by them. The preparation of those courses usually involves the identification of essential structural features and sentence patterns, the arrangement of these in a carefully graded sequence, and the selection of useful vocabulary.

This handbook does not attempt to prescribe a given body of language for local LaRec programs, which may be created for any of the ancestral languages. It has already been emphasized that every language is different from every other one, and it would be foolhardy to try to make a universal list of structural items applicable to any language. Furthermore, the nature of a local recreation program, which will be developed according to the knowledge and interests of the participants, makes a list of obligatory structural and vocabulary items inappropriate.

For the same reasons, this handbook does not attempt to prescribe a fixed order for introducing language items. In LaRec, the important criterion for the appearance of any word or structural pattern is the need for its use.

Nevertheless, it is possible to make some general observations about important types of language use. It is also possible to make suggestions about certain kinds of language items that will be very useful throughout the program if they are learned in the early stages.

LaRec Principle #14

The language content of a local LaRec program is determined by the needs of the selected activities rather than by the graded, structural progression of a textbook.

However, to provide the best conditions for language learning, a LaRec leader tries to ensure that simpler forms of language are used before more complex forms, and that concrete vocabulary precedes abstract words.

The suggestions concerning language content in a LaRec program are divided into the following sections:

1. Some Important Basic Uses of a Language

    (a) Structural Patterns
    (b) Conversational Uses

2. Useful Kinds of Vocabulary

3. Recommendations for Language Items in the Earliest Stages of a LaRec Program for STARTERS and LATENTS.

Remember that the learning of these language items will not be complete until the LaRec participants can understand the spoken items and speak them when they need to.

1. Some Important Basic Uses of a Language

(a) Structural Patterns

In the compilation of this list, care has been taken not to use grammatical terms that may not apply in languages other than English. In fact, that is a major reason for approaching the problem from the point of view of use rather than structure. It is recognized, however, that a language may be rooted in a conceptual basis so different from English that certain language uses listed here are inappropriate to it.

It seems essential to provide examples of actual language patterns, in order to illustrate the intention. The examples are of necessity presented in English, which is the one language all readers of this handbook have in common.

Therefore, readers are again requested not to translate these basic uses and examples directly from English into their own language. Rather, they should ask themselves:

How does my language perform similar tasks, within the framework of my culture's way of thinking?

Although this list is far from complete, any LaRec participants who get thorough practice in understanding and speaking the ancestral language for these purposes will be well on their way to a knowledge of the spoken language.

Language Use	Some Examples in English
1. Give instructions.	Stand straight. Raise your arms up straight. Bend down. Hold your ankles...
2. Name things and people.	(It/This/That) is a (racket). (He/She/Maria) is the (catcher). (They) are the (winners). That is not a (racket); it is a (snowshoe).
3. Ask questions with question words.	What is (that)? What are (those)? Who is (she)? Who are (the winners)?
4. Ask and answer "How many?" questions.	How many (points)? ... one point, two points, three points ... How many (players) are there? ... (ten boys) and (ten girls). ... There are (ten boys) and (ten girls).
5. Describe the characteristics of things and people. e.g., colour size shape pattern ... etc.	What colour is the (disc)? ... It is (red). What is he like? ... He is (tall). What kind of (paper)? ... (strong/wide/brown/...) paper. Which (dancer)? ... the (tall) dancer ... the dancer (with the long hair).

Language Use	Some Examples in English
6. Locate things and people.	Where is (Maria)? ... Maria is here. Tony is there. Where are the (needles)? ... They are (in the basket).
7. Indicate the ownership of things, or the relationships of people.	Whose (boots) are these? ... They are (my/your/his/her/our/your/their) boots. ... They are (mine, yours, his, hers, ours, yours, theirs). ... They are (Maria's) boots. ... They are (Maria's). (Maria) has (new boots). (The new boots) belong to (Maria). Maria is Tony's sister. She is his sister.
8. Ask and answer questions about alternatives.	Is it (red) or (black)? ... It is red. Are you on (the Red Team) or (the Blue Team)? ... I am on the Red Team. Is the disc (inside) or (outside)? ... It is outside. Is this painting (Maria's) or (Tony's)? ... It is Tony's.
9. Talk about actions by different persons... (a) ... now	What are you making? ... We are making glove puppets. Where are the dancers practising? ... They are practising in the hall. What are they doing? ... They are playing shuffleboard.

Language Use	Some Examples in English
9. (b) ... in the past	Where did you put the paint brushes? ... I put them in the jar. When did you make the puppets? ... We made them last week. Who won the tournament? ... The other team won.
(c) ... expected to happen	What time will the program start? Maria is going to bring some flour and Tony is going to buy the sugar.
(d) ... concerning a program or procedure	First we measure the flour and the salt. Then we sift them together. After that we beat the eggs and add them to the flour.
10. Talk about wants, needs, likes.	I want (the scissors), please. I like this (blue cloth), but I don't like that other kind. We want to learn that dance. She likes to knit, but I don't. Which costume do you want to wear? ... I want to wear the one with the lace sleeves.
11. Specify the time of an event.	... on (Saturday) ... every (Saturday morning) ... at (a quarter to eight) ... next (week/month/time) ... last (week/month/time) ... today/tonight/yesterday/ tomorrow ... this (morning/afternoon/ evening) ... (after/before) we eat. ... when they are ready.

Language Use	Some Examples in English
12. Talk about quantities.	Do you have any (tacks)? ... Yes, here are some (tacks). How many? ... (a lot/a few/...) How much (sugar) do we need? ... (a lot/a little/a spoonful) ... a piece of cloth, a (yard/metre) of cloth, a cup of sugar, a (pound/kilo) of butter, a loaf of bread.
13. Describe the characteristics of actions.	She dances very gracefully. Draw the lines on the egg carefully. Hit the ball hard! Don't hit it too hard. You didn't hit it hard enough.
14. Compare the characteristics of things and actions.	This pattern is the same as that one. The colours are different, but the pattern is the same. The blue blouse is larger. It is larger than the green one. This skirt is just as long as that one. Sing this line more softly. Sing it more softly than the rest of the song. Hit the ball harder! That's the prettiest design. That design is the prettiest. This is the best kind of knife to use.
15. Talk about the uses of tools and materials.	We use a (needle) (to draw the wax design). We need (a lot of newspapers) for (making papier mâché). We (draw the wax design) with a (needle).

Language Use	Some Examples in English
16. Talk about the ability to do certain actions.	Can you (touch your knee with your head)? No, I can't, but Maria can.
17. Answer the question "Why?" (a) ... cause, reason	Why can't you touch your knee with your head? ... because I am too stiff. ... because I have not practised. I can't touch my knee with my head because I am too stiff. Why are you waiting? ... because the paint is still wet. We are waiting because the paint is still wet.
(b) ... purpose	Why do you need my knife? ... so that we can cut this rope. We need your knife so that we can cut this rope.
18. Talk about experience gained through the physical senses.	The room is cold. The room is too hot. The dumplings smell good. They taste good, too. The egg still feels warm.
19. State what happens under certain conditions.	If we mix yellow and green, we get blue. If the dough is too thick, the dumplings will be tough. If you practise every day, you will learn to dance well.
20. State opinions and thoughts.	I think that this pattern is the prettiest.

Language Use	Some Examples in English
21. Identify the materials from which something is made.	That (knife) is made of (stainless steel). What is papier mâché made from? It is made from pieces of newspaper, flour, and water.
22. Make suggestions.	Let's (have a puppet show).
23. Talk about obligations or rules.	We should clean up the kitchen. We ought to invite all the parents. We must leave before eleven o'clock. You have to have a license for that.
24. Express hopes and wishes.	I hope the paint will dry quickly. I wish the paint would dry quickly, but it won't.
25. Pretend.	Let's (pretend/make believe/imagine). Pretend that you are the (grandmother). What would you (say/do)?
26. Define a word that someone does not understand, by stating a general category and a specific function. (This is an example of using language.)	What is a (spotter)? A spotter is a person who stands ready to catch the person on the trampoline. the language to learn more
27. Talk about future possibilities.	We may be able to raise a hundred dollars at our variety show. Well, we might, but I don't think so. Maybe we will.
28. Report what someone said.	She told me that she doesn't want to be in the dance.

(b) Conversational Uses

Many of these conversational items will occur naturally whenever a LaRec session is held. Others may need some special attention, perhaps in "make-believe" situations or role-playing. They may not contribute much to the steady build-up of structural knowledge, but they are very important for use with people who already speak the ancestral language. In fact, the ability to say a few of these simple expressions in the appropriate situation may convince parents and other LaRec sponsors that a LaRec program really works!

Language Use	Some Examples in English
1. Greet people appropriately. (There may be special forms of address, according to the age, sex, and relationships of the speakers.)	Hello. Good (evening). Goodbye.
2. Comment on the weather.	It's a (fine) day, isn't it? What a (storm)! Isn't it (cold) today!
3. Make requests and express thanks.	May I (have the scissors), please? Please say that again. Thank you. Thank you very much. You are welcome.
4. Ask for information. (This is another example of using language in order to learn more language.)	What is the (Polish) word for (circle), please? How do you say ("Keep your eyes on the ball") in (Portuguese)? What does ("trotzdem") mean in English? Where is the (telephone), please?

Language Use	Some Examples in English
5. Say the day and the date.	Today is (Saturday, the tenth of September). The variety show will be on Friday, the fifteenth of May.
6. Talk about clock time.	... (nine) o'clock ... half-past (nine) ... a quarter past (nine) ... a quarter to (ten) ... (ten) minutes past (nine) ... (twenty) minutes to (ten) ... for (two) hours ... from (eight) o'clock until (nine-thirty)
7. Apologize and respond to an apology.	Excuse me, please. I'm sorry. That's all right. Never mind.
8. Encourage or praise someone.	Try again. Much better! Good! That's beautiful.
9. Express special wishes for special occasions.	Happy birthday. Merry Christmas. Happy New Year. Congratulations! Best wishes.
10. Give personal information in answer to questions.	My name is (Maria). I live in (Winnipeg). My address is _____ . I am (fourteen) years old. I go to (Princess Elizabeth High School). I am in (grade ten).

Language Use	Some Examples in English
11. Take part in personal introductions.	This is Mrs. Mantovani, Maria. She is the dancing instructor. How do you do, Mrs. Mantovani. I'm glad to meet you.
12. Take part in polite enquiries about health.	How are you today? I'm fine, thank you. And how is your (mother)? She's much better, thank you.

2. Useful Types of Vocabulary

On the whole, the words that are learned in a LaRec program will depend on the activities that are chosen. Groups that play shuffleboard will learn the words in the ancestral language for cue and disc; groups that play floor hockey will learn stick and quoit; groups that play table tennis will learn racket and ball.

Certain kinds of words, however, have general importance and usefulness. Some of them have been correctly termed "heavy-duty words." Effort should be made to include activities that will necessitate the use of these vocabulary items. Here are some examples:

1. The NUMBERS 1-20, plus the system for counting up to 100.
2. The most common COLOURS.
3. Common words to describe SIZE and SHAPE, such as big, small, tall, short, long, round, square, etc.
4. Names of the ARTICLES OF CLOTHING that the participants wear.

5. Names of the most common FAMILY RELATIONSHIPS, such as mother, father, sister, brother, etc.

6. The main PARTS OF THE BODY.

7. Words showing LOCATION and DIRECTION, such as left - right, backwards - forwards - sideways; up - down; top - middle - bottom - side.

8. SEQUENCE words, such as first - next - then - last; first - second - third.

9. Words referring to the NUMBER OF OCCASIONS, such as once, twice, three times, four times ...

10. Words for MONEY, such as cent, dollar, penny, nickel, dime, quarter.

3. Recommendations for Language Items in the Earliest Stages of a LaRec Program for STARTERS and LATENTS

> IMPORTANT NOTE
>
> In the compilation of this special list, it has been assumed that the LaRec leader will adjust the language content of a local program to the needs of the participants. Thus, if the participants are already familiar with the numbers, it would be absurd to spend time on activities that are specifically intended for number learning.

(a) The numbers.

If LaRec participants can understand and speak the numbers, almost every other activity will be easier for them and for the leader. Con-

sider, for instance, the importance of numbers, as illustrated in these examples:

** counting points and keeping score;

** collecting sufficient materials;

** counting out the movements of dance steps and "keep-fit" exercises;

** talking about the numbers of stitches, knots, etc., in patterns;

** measuring, in cooking, carpentry, costume sewing, etc.;

** planning the times, costs, guests, etc. for a special event.

It is interesting to note that one of the first tasks at the carefully planned (and intensively structured) summer camps of Concordia Language Villages is learning to count from 1 - 20; furthermore, immediate use is made of this knowledge as the young people are taught to tell time and use money in the language they are learning.[7] Most local LaRec programs will be much less intensive than these camps, but the importance of number knowledge as a basis for other activities will be the same.

Some activities for learning the numbers are suggested on page 248.

(b) Greetings

At first, these will be limited to the conventional forms most suitable for the persons actually present at the LaRec session and related only to the time of day or evening when the LaRec session is held.

Later, however, there should be a conscious effort to help the participants learn other greetings and forms of address that may be more appropriate to different times and to different persons, according to age, sex, family relationship, and so on. This may be done during an informal discussion with the leader, but can also be approached very effectively through role-playing, dramatic skits, or the

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7. Howard Erickson, "Concordia Language Villages," Minneapolis Tribune Picture Supplement, p. 30, September 16, 1973.

"make-believe" activities enjoyed by young children. Storytelling activities may provide a natural opportunity for talking about different greetings and forms of address.

(c) Names of things in the place where the LaRec sessions are held

It is satisfying to a language learner to be able to name some of the things he sees around him. There is, however, a more important reason for listing this class of words in the section for immediate learning. It will be natural to refer often to the tables, chairs, shelves, windows, cupboards, walls, floors, and so on, during the recreational activities. If the participants learn the words for those things from the beginning, they will have immediate opportunities to recognize words in the "stream of speech"; furthermore, the recognition of a single word, in a sentence spoken about some visible situation, often helps a learner make very sensible guesses about the other words and the meaning of the whole sentence.

(d) Formulas for making requests

If the participants learn just one request formula, such as the English question May I have (the scissors), please?, they will then be able to ask for anything they need as soon as they learn its name.

It is important to note that the participants will be able to use this formula immediately, not only during LaRec sessions but also at home or with others who speak the ancestral language. They will be able to begin using the ancestral language at the family dinner table, for instance.

F. Language Content in a LaRec Program for FLUENTS

Since a FLUENT is "a person who understands the speech he hears and can express himself without difficulty according to his current needs," it is not necessary to consider the actual language content of a LaRec program for FLUENTS. Their purpose in joining a LaRec program is not to learn the ancestral language, but to enjoy the opportunity of speaking it.

However, many FLUENTS may also have the desire to improve their ability to speak the ancestral language: to speak it more correctly and confidently, to develop a wider and more accurate vocabulary, to become able to use the language at a higher level, for more complex purposes.

Here are some characteristics of the kind of language that should be encouraged in a LaRec program for FLUENTS:

1. Since it is not necessary with FLUENTS to show the meaning of language items by a direct association with concrete objects, actions, and relationships, a more subjective kind of language use is characteristic. That is, FLUENTS can be encouraged to speak about personal thoughts, feelings, and opinions, which are experienced mentally rather than physically.

2. For that reason, a wide range of topic and vocabulary should be encouraged. Whereas topics and vocabulary for STARTERS are largely limited by the objects, actions, and situations physically present in some way in the LaRec activity, they need be limited only by the experience of all the individuals in a group of FLUENTS.

3. A higher level of abstraction in vocabulary use should be an aim. As an example in the English language, consider the difference between a STARTER's learning of concrete words for particular actions in a game - such as "throw," "catch," "dribble" - and the more abstract way of referring to those actions collectively as "ball-handling skills."

4. More precise vocabulary should also be an objective. For example, whereas the English colour word "red" is quite adequate for a STARTER to learn, a FLUENT may have occasion to discriminate between "maroon," "crimson," "scarlet," "vermilion," and "coral."

5. Longer sentences and continuous speech composed of a number of sentences should be encouraged.

6. FLUENTS should be able to express fine shades of meaning to fit the communication situation exactly. For example, STARTERS ordinarily learn only one language pattern for expressing a request, but a FLUENT should become able to adjust the language of a request to indicate formality, extreme politeness, casualness, curtness, or even - heaven forbid - sarcasm.

7. FLUENTS should learn to understand idiomatic and figurative uses of the language, whereas idioms and figures of speech are ordinarily avoided in a LaRec program for STARTERS, who tend to interpret the new language literally.

8. When a STARTER begins to use the ancestral language, he naturally tends to say a single sentence, for a single purpose. For instance, his purpose may be to describe the object he needs, to state the location of an object, or to give a reason. The structural pattern of his sentence depends on that single purpose.

   FLUENTS, on the other hand, are able to use the ancestral language for an inclusive purpose, such as making plans for an event. Therefore, not only can a FLUENT say a number of sentences together; he also combines many different structural patterns in one conversation, or even in one "speech" of his own.

Thus, the "predetermined emphasis" for a LaRec session with a group of FLUENTS shifts from a single structural feature or set of words to an inclusive language use. Here are some examples:

** making plans and arrangements;

** discussing reasons for and against an action;

** reporting what happened at an event;

** making a report of a committee's deliberations;

** explaining a process;

** telling a story, anecdote, or joke;

** speculating about what would be likely to happen under certain conditions, or about why something may have happened;

** evaluating a book, film, television program;

** arguing;

** listening to a guest speaker (perhaps a visitor from the ancestral country);

In addition to these language characteristics that should be encouraged in a LaRec group of FLUENTS who desire to improve their command of the ancestral language, one further possibility should be mentioned. Some groups may decide to use the written form of the language occasionally. For instance, in a social club, members may choose to record and read the minutes of their meetings. They may use the ancestral language for business correspondence. They may play word games and have quizzes that involve some writing. They may discuss books and newspaper articles published in the language.

Thus, although the main objective of a LaRec program is mastery of the spoken tongue, participants who are already fluent may also welcome the opportunity to develop their skills of reading and writing the ancestral language.

LaRec Principle #15

The language content of a LaRec program will vary according to the participants' level of competence in the ancestral language and, therefore, their purpose in joining the program.

G. LaRec Methods: An Illustration

It is relatively easy to imagine using the target language during recreational activities with participants who have some understanding of the language. It may be more difficult for people who have not experienced this kind of learning approach to imagine how an activity can be carried out successfully if the participants do not know the language at all. And it may be more difficult yet to imagine how the participants can actually learn to use the words and structural patterns themselves.

For that reason, the following example is included to illustrate methods and use of language in demonstrating an activity to beginners.

Explanatory Notes

1. The language used to illustrate the LaRec method is English, so that all readers of this handbook can understand the ideas.

   To imagine this activity demonstration in your own LaRec program, think of corresponding expressions in your own language. Do not translate word-for-word. Think:

   How do we express the same kind of meaning in our own language?

2. The commentaries on the right-hand side of the page call attention to important features.

3. The brackets on the left-hand side mark the actual sentences the leader would say.

4. These sentences also imply what the leader's actions are.

SHUFFLEBOARD

1. What language items should the participants already know?

   No previous language knowledge is absolutely necessary. However, it would be preferable for the players to understand the numbers 1 - 50, even if they are still unsure about speaking them.

Commentaries

See page 129 for a discussion about why shuffleboard is useful for beginners.

A LaRec program leader always asks himself

(...cont.)

2. <u>What should they already know about the game?</u> No previous knowledge of the game is necessary.	these two questions about what the participants need to know concerning the language and the activity.
<u>STEP 1: Handling the equipment</u>	
Let's play shuffleboard ... shuffleboard. Look. This is a cue...cue. Hold the cue, please, Maria. Look. This is a disc...disc. This is a red disc, and this is a black disc...red...black ...red...black...red...black Put a (red/black) disc here. Hold the cue like this. Shoot the disc like this. Now, you try.	An important word can be "echoed" to make it outstanding. Everything can be demonstrated immediately by holding up each object. Unnecessary, confusing speech is cut out. "Formulas" like this will be used in many activities.
For a few minutes, individuals try shooting the red and black discs from the right place. Similar language can be repeated as individuals practice. At the necessary time, the program leader takes half the participants to the other court. Come with me. Stand here. Take this cue. Shoot a (red) disc back.	The leader <u>moves with</u> a group at first so that he can <u>demonstrate</u> the meaning of what he says. Explanation will not be understood.

STEP 2: Learning the scoring system.

Take the red discs, Maria.

Take the black discs, Tony.

Take a cue, (Maria/Tony/Carlo/Gina).

Stand here, (Maria/Tony).

Stand there, (Carlo/Gina).

Red begins.

Shoot a disc, Red.

Now Black. Shoot a disc.

Each instruction is separate and direct.

Notice the opportunities to repeat the same language.

Red and Black alternate until all eight discs have been shot. Then the leader takes the group to the other court in order to count up the score.

Come with me.

How many points? Let's count.

Begin with Red.

This disc is in the seven area.
Seven points.

This disc is in the eight area.
Eight points.

Seven points and eight points.
How many?...Fifteen points.

Look. This disc is on the line.
No points.

No points and fifteen points.
How many?...Fifteen points.

Look at this disc. It's in the ten-off area. Take ten off.
Five points.

Only the basic scoring system is dealt with at first. Special rules and penalties would be confusing at this stage.

How many?...

Red has five points.

Now Black. How many points?

The leader associates a question with its answer, repeatedly.

Ten points and seven points.
How many?... Seventeen points.

No points here.

No points here. No points and seventeen points. How many?
...Seventeen points.

Black has seventeen points.

Never underestimate the need of LEARNERS to hear the new language items often!

Red has five points.

Seventeen to five.

Now, try again.

The same kind of language can be used as different players practise shooting and scoring. A few extra phrases may be added gradually, when appropriate:

e.g.
It's (Red's) turn.
The score is (15) to (11).
Don't step on the line!

Rules about penalties can be demonstrated when the situations arise.

STEP 3: Playing a game.

Let's begin a game.
A game is fifty points.

Stand here, (Maria/Tony).
Stand there, (Carlo/Gina).

Instructions about taking the discs and cues may be used again here also, if appropriate.

Maria and Carlo, you're the Red team.
Tony and Gina, you're the Black team.

Red begins. Maria?

At the end of each half round, the leader gets the players and watchers to help count the score.	Learning of the language items has begun, but is not complete. The game will be played again in next week's session.
The winners! The Red Team are the winners. Now, it's (your) turn.	
Play by various individuals may continue for a while before a different activity is started.	If a tournament is arranged, with a few games played each week, the players will become confident in using the language. Scorekeepers can be appointed, but the leader must continue to supervise, encouraging the players to begin using the same language themselves.

Adaptation for STARTERS who Already Know the Activity

It is the approach that is important when the participants already know how to do the activity and only need to learn the language for it. A brief explanation in English first will be worthwhile:

Example

"You know how to play this game. You can use your knowledge of the game to learn (the target language). After all, that's why we are here."

After that, the program leader can speak in the target language as described in the illustration, but the following modifications are suggested.

1. Name the equipment as before, but omit the commands that demonstrate techniques which the participants already know, such as "Hold the cue like this."

2. Continue to emphasize the language-learning purpose.

   Example

   [Let's count the points in (the target language).

H. The Language-Learning Potential of an Activity

Studying the language-learning potential of an activity requires an exercise of the imagination. The LaRec leader has to think of the actual words and sentences he (and the participants) will need to say, just as the example in the previous section showed the actual sentences that would be necessary in shuffleboard.

There is one important rule for thinking about the necessary language in this way:

Be specific!

A vague generalization, such as "There are a lot of words they can learn from this activity," will not help very much. Learning a language means becoming able to create new sentences in it; the participants have to learn to operate the language themselves, not just to know the words for things.

LaRec Principle #16

Vague aims will produce little learning. Specific language-learning objectives are essential. It is necessary to identify the "language-learning potential" of an activity, that is, the actual language items that can be learned from that activity.

The following section illustrates this thinking process by referring to the language for the shuffleboard activity.

Example

Think about the language in three sections: structure, questions and phrases, vocabulary.

Note that these three sections are in addition to the standard formulas that you probably use in every action, every session. Here you are concerned with the special language for this shuffleboard game.

Although structure is of prime importance for language learning, most people will probably think of vocabulary first.

Ask yourself the following questions about that first session of shuffleboard with STARTERS.

1. What are the major vocabulary items?

(a) THINGS, PEOPLE, PLACES

area
cue
disc
game
line
winner
team
turn
score
point
+ (the numbers 1 - 50)

(b) ACTIONS, and similar words

come
count
have
hold
put
shoot
stand
step
take

(c) DESCRIPTIVE WORDS

black
red
(+ no, in no points)

(d) OTHERS

this
here
next
that
now

2. What are the major structural patterns?

(a) (Shoot) the (disc).
Don't (step) ...

Giving instructions.

(b) (This) is (a cue).
You are the (Red Team).

Naming things and people.

(c) disc/discs
point/points
winner/winners

Forming the plural.

3. What questions and special phrases are necessary?

(a) How many?

(b) in (this area
on (the) line

Take (10) off.
... (7) and (8) ...
... (17) to (5) ...

Notice that the lists printed above do not exhaust the language-learning potential of the game. They are limited to the major items that are necessary for the first session. If STARTERS were expected to learn immediately all the rules of the game and all the language they will eventually need for it, they would probably end up learning virtually no language at all.

I. The Principle of Predetermined Emphasis

At this point, when the leader has identified the language-learning potential of the activity, he is prepared to apply the very important LaRec principle of predetermined emphasis. This principle is one of the features that differentiates a LaRec program from the usual type of language instruction in the classroom.

In a LaRec program, the participants can understand what they are supposed to do, even when they do not know the ancestral language at all, because the things and actions they see show the meaning of the spoken words. Furthermore, real language learning can take place by means of this situational approach, because the participants gradually recognize the language items they hear repeatedly in association with certain situations and probably begin to speak those items themselves in similar situations.

However, even the powerful weapon of situational demonstration cannot overcome the problem of too much, too diverse language, only a little of which will "rub off" on the participants. That is, even though they might be able to participate in an activity without experiencing difficulty in understanding many totally different structural patterns, they would probably not gain very much personal control over the new language. There must be some deliberate plan of highlighting the structural features so that the participants will notice them in the flow of speech and will have opportunities of using them often.

Instructional language courses for schools do this by selecting structural features for presentation and practice, one at a time, and arranging these in a carefully graded sequence of lessons so that only one new item is added each time. In that way, language habits are developed through constant use and revision, and the fundamental operations of the language are grasped by the mind.

LaRec is designed for circumstances which do not permit that kind of sequenced arrangement and presentation. The choice of recreational activity - and, therefore, the language items that are necessary - will vary according to the interests of the group. The participants in a LaRec program may have varying degrees of competence in the language. Also, there would have to be a separate program for each ancestral language, for no single list of structural patterns will suit every language. LaRec must adopt a different method of selecting and presenting structural features in an effective way.

Therefore, LaRec adds to the situational dimension the distinctive principle of predetermined emphasis, which serves as a way of intensifying the value of the language used in the activities in order to provide

an optimum learning opportunity, just as a magnifying glass so concentrates the sun's rays that ignition of combustible material can take place.

LaRec Principle #17

A LaRec program leader plans ahead of time to emphasize certain words and structural features in the course of the activities, according to the "principle of predetermined emphasis."

Predetermined emphasis means the selection, from the language-learning potential of an activity, of a limited number of language items to be the focus of attention during one recreation session.

Predetermined emphasis does not mean that the selected language items will be the only words and sentences spoken during the activity. Other items will be used naturally and understood, as usual, by means of the situational demonstration. Predetermined emphasis does mean that the program leader decides ahead of time to use the selected words and sentences with special frequency and clearness, "putting the spotlight on them," so to speak.

There are two stages at which predetermined emphasis is applied by the leader in LaRec:

1. During Stage II development of a local LaRec program (preparing a general scheme), when the leaders consider the language-learning potential of recreational activities, they make general decisions about which language items should receive emphasis, according to their knowledge of the prospective participants' level of competence in the ancestral language.

2. During Stage III (conducting the LaRec program for a season), when the leaders are planning to conduct a LaRec session, they make specific decisions about which language items to emphasize in each activity of the session.

Example (with reference to the English language)

1. During Stage II development, a leader might think:

"We can play shuffleboard in the hall the association is going to rent for our LaRec program. We can get a lot of language-learning opportunities in that game. Let's see what language can be learned."

** vocabulary for the equipment and court and actions;

** numbers;

** commands, including COMMAND + OBJECT and negative commands (e.g., Shoot the disc; Don't step on the line);

** plurals (e.g., disc/discs);

** sentence patterns to name things and people (e.g., This is a cue; You are the Red Team);

** statements and questions with have in the Simple Present Tense (e.g., Who has the cues? Maria has the red discs);

** personal pronouns, including object pronouns (e.g., She has the cues; Give him the cue);

** prepositional phrases to show place (e.g., The red disc is in the 8 area);

** possessive adjectives (e.g., my disc/your cue/their team);

** indirect objects (e.g., Give me the cue; Give him the black discs);

** questions with What? Who? How many? and their answers;

** conditional sentences (e.g., If you step over the line, you lose five points).

Then the leader thinks, "The young people who are going to join our LaRec program know the numbers, but they don't know much more. We won't be able to practise all of that language at once, and they'll learn some of that structure better in other activities. I think shuffleboard will be especially good for emphasizing..."

** commands;

** plurals, and answers to How many?;

** sentences with have;

** personal pronouns;

** sentences that name things.

2. In Stage III development a leader might think, "In this first session, I'll just emphasize the names of things and the different commands. There'll naturally be a lot of number practice, too. Maybe next time we'll practise using the right pronouns and the plurals, and when they're more confident, we'll start questions and answers with have."

By using his knowledge of what language learning means to recognize the language-learning potential of a recreational activity, a program leader can prepare to give emphasis to certain language items during a recreation session so that learning can take place. That is the LaRec Process.

II.9. THE SELECTION OF APPROPRIATE RECREATION ACTIVITIES

In order to be able to select activities that are appropriate for LaRec participants, it is first necessary to understand the characteristic needs and interests of different age groups. Afterwards, the special requirements made by the language-learning objectives of LaRec can be considered.

A. Personal Characteristics According to Age Groups

Every person, whether young or old, is an individual who is different from every other individual. Nevertheless, as infants mature through childhood into adolescence and adulthood, they pass through developmental stages that LaRec leaders should understand and take into consideration.

1. Pre-Schoolers (approximately 3-5 years)

Personal Characteristics

These young children are very individualistic, self-assertive, and possessive. They begin by being unco-operative in group play although they like to play close to others. Fighting occurs quite often but does not last long.

Development of the large muscles is well established, but these young children have yet to develop smooth co-ordination of the finer muscles, such as those in hands and fingers. In contrast to the young Juniors, who are physically ready to begin to read, Pre-Schoolers still have poor eye-focussing powers. They have a great deal of energy but tire quickly.

Curiosity about things around them makes Pre-Schoolers particularly receptive to new knowledge. Because they are naturally imitative, they learn a great deal in their efforts to do what they see others do. They tend to be very imaginative.

It is important to remember, when working with children in this age group, that they require a lot of affection and praise. They need to feel secure.

The Nature of a Recreation Program for Pre-Schoolers

The main objective of any program for Pre-Schoolers is socialization: development of their ability to get along with other people.

The children of this age group need a program that follows a well-defined routine but is flexible enough to allow for special excursions or events. The amount of time allotted for an activity must also be flexible, according to the children's interest and response. As their attention span is relatively short, frequent changes of activity are needed. A period for games may last fifteen minutes, for example, but contain three or four different games. There should be an alternation between active and quiet activities.

Instructions given to these children should be simple and easily understood. Complicated rules and explanations are out of place.

In addition to any supplies that are needed for a particular activity, a stock of toys should be available for Pre-Schoolers to play with. It is important to make sure that these toys are safe for young children's use. Large, sturdy toys of simple construction are the best, and the children will find colourful ones especially appealing.

Suitable Activities for Pre-Schoolers

These children characteristically like energetic total-body movement activities: jumping, hopping, climbing, crawling, running, chasing, sliding, swinging.

They are delighted with rhythmical sounds, rhymes, and action songs. They love to be noisy and bang objects, such as rhythm sticks, together.

They love to listen to short stories, illustrated by large pictures. Subjects of special interest to them are: children of their own age group, a family, animals of all kinds, and nature.

They delight in "make-believe" games and also like to make up their own stories.

They enjoy finger plays and work with puppets.

Action games and simple circle rhythm games that are quickly finished are suitable.

2. Juniors (approximately 6-9 years)

Personal Characteristics

These children tend to show a greater interest in their peers and in activities. The self-centred, self-assertive nature typical of Pre-Schoolers begins to diminish. Juniors will co-operate in a group. Although friendships among the children are started, these may be quite unstable. Children in this group are beginning to be more independent of adults, but they still crave approval and praise from them. They are very sensitive to the way other people react to them.

Since finer muscular co-ordination should be well developed by the end of this Junior period, a wide range of activities becomes possible. The children's attention span is lengthened and their endurance is increased, but they continue to tire easily. Juniors are still imitative, curious, and eager to learn. They have a desire to win and enjoy individual competition.

The Nature of a Recreation Program for Juniors

A program for the Juniors can be one that includes a variety of activities, such as games, songs, dances, and crafts. Alternatively, the program can concentrate on one particular activity, such as traditional dancing.

In a multi-activity program, the sessions may be planned to last as long as two hours, but in a single-activity program the sessions should last only one hour.

The activities planned for each session should follow a basic routine, but these plans should be flexible; if the children do not seem to enjoy an activity, it should be changed. Some quiet periods must still be included in every session.

Suitable Activities for Juniors

Juniors like to play with bean bags, skipping ropes, and balls. Ball-handling activities include throwing, catching, bouncing, and dodging. This is a good time to start lead-up skills for team sports.

These children enjoy musical and rhythmic activities. Unison singing, action songs, and rhythm bands with percussion musical instruments are all popular.

Rough and boisterous games are enjoyed, as are relays, jumping, running, chasing, skipping, and climbing. Children in this age group usually like activities in the water, and they are eager to learn to swim. Individual competitions, self-testing exercises, stunts, and contests are suitable. Activities that provide adventure and thrills are excellent.

Juniors like listening to stories, nursery rhymes, and poems, and can be readily encouraged to take part in follow-up activities that dramatize the stories or the emotions that are evoked.

Most Juniors are capable of learning simple folk dances well and are happy to learn elementary folk arts and crafts.

3. Pre-Teens (approximately 10-13 years)

Personal Characteristics

The children of this group are very conscious of their peers; they want approval and acceptance from the group. While being interested in their personal appearance, they want to act and dress as

nearly alike as possible. This stage is often referred to as "the gang stage." Boys usually associate with boys, however, and girls with girls.

Pre-Teens have become much more capable of self-criticism than they were as Juniors. Instead of wanting to engage in every activity that is presented to them, they are likely to concentrate their attention on the activities for which they have special talents. They make use of abstract reasoning and can assimilate an astonishing amount of information. Their attention span has increased rapidly.

This is a period of very rapid physical growth, as well as mental development. The sudden bodily changes tax youthful energy and cause Pre-Teens to tire easily. Strong emotional feelings rise to the surface and may flare up unexpectedly.

Pre-Teens like activities that permit them to exhibit their skill, talent, and endurance. They also show a desire to serve and be useful in the community.

The Nature of a Recreation Program for Pre-Teens

The Pre-Teen program can consist of either individual or team activities. Stress can be placed on competitive team activities at this stage, as team play and group effort are at a much more advanced level than during the Junior stage. Whereas Juniors are usually willing to take part in any kind of activity that is attractively presented to them, Pre-Teens tend to be more selective in their interests.

Leadership ability begins to appear. A program leader can train and use the participants as helpers in the group or as assistants in activities for the younger children.

Pre-Teens still need adult supervision, but they like to help in planning their own activities.

Suitable Activities for Pre-Teens

Competitive team games that are mentally challenging and physically active are suitable but should be used on a limited basis.

It is good to encourage non-competitive activities, such as hiking, bicycling, nature activities, aquatic activities.

Dancing, including traditional folk dancing, square dancing, fad dances and creative dancing, is popular. Many groups enjoy creative or informal dramatics and puppetry.

Social functions are important in the life of Pre-Teens. Some popular examples are sleigh rides, carnivals, picnics, and socializing with food and chatter. Guessing games, card games, and self-testing games may be included.

Musical interests widen at this stage. Interests may range from choral and instrumental groups to hootenannies, record hops, and listening to records.

There is often enthusiastic participation in activities, such as walkathons, to raise money for community service projects.

Crafts of all types are appropriate.

4. Teens (approximately 14-18 years)

Personal Characteristics

It is interesting for an objective observer to notice the development of self-confidence, poise, and emotional control as adolescents mature during this teen-age period. They are striving for identity as persons in their own right. Conflict often arises as they try to throw off parental control and assert their independence. Interest in the opposite sex is keen. The desire for social acceptance by peers is strong.

Teens have an intellectual capacity for abstract reasoning, and they are interested in a wide variety of topics. This stage of their lives may be one of intense idealism. Characteristically, teen-agers thrive on exciting activities and adventurous challenges.

A teen-age quality that has special importance for recreation programs is the developing ability to handle responsibility.

Nature of a Recreation Program for Teens

A program for the Teens should be broad in scope, consisting of all types of socially desirable leisure activities in which the young people show an interest.

The most successful programs are those which are conducted and planned jointly by the young participants and the adult leaders. The leaders serve as guides to the Teens, encouraging the growth of individuality and personal distinctiveness by directing them to activities in which the majority do not take part.

A leader also tries to raise each participant's level of skill, as the knowledge of personal competence contributes to poise, self-confidence, and self-esteem.

Suitable Activities for the Teens

Almost any type of group activity is appropriate for a teen-age recreation program. Some popular activities are:

** Arts and crafts of all types: painting, ceramics, quick crafts, beadwork, tie-dyeing, egg decorating, etc.;

** Dancing: traditional folk dancing, square dancing, creative dancing, fads;

** Sports: individual sports, dual sports, team sports;

** Dramatics: creative drama, informal dramatics, puppetry;

** Outdoor activities: hikes, picnics, bicycling, wiener roasts, camping, swimming, canoeing, etc.;

** Musical activities: group singing, instrumental groups, listening to records;

** Service projects: volunteer visiting or entertaining in nursing homes or hospitals, canvassing for the United Way, etc.;

** Social recreation: mixers, games evenings, dances, coffee houses, seasonal parties, etc.;

** Party games: charades, scavenger hunts, etc.;

** Hobbies and clubs ;

** Talent shows.

5. Young Adults (usually single persons)

Personal Characteristics

The people in this group have reached full physical and mental maturity. Skills that require agility and strength - that is, "motor skills" - are at their peak.

Many young adults have a very wide range of interests, including a great deal of interest in cultural, political, and international affairs. They have not yet limited their horizons to job and family, as older adults often do.

Some young adults may be very lonely persons, especially if they have moved to a new city to get employment or if their childhood friends have moved away.

Nature of a Recreation Program for Young Adults

Since young adults join clubs mainly for social reasons, to meet other people of their own age and of the opposite sex, the program should concentrate on social recreation. Social sports activities such as golf, bowling, and skiing will also provide opportunities for personal fulfillment.

Suitable Activities for Young Adults

Social recreation includes parties, games evenings, card parties and dances. Square dancing and folk dancing are also popular. Group singing of folk songs is included. Social evenings are often arranged with similar groups, perhaps from nearby towns.

In addition to social sports, such as bowling or curling, outdoor activities like wiener roasts, skiing, and picnics are popular.

Some young adults like to meet others at clubs devoted to a particular interest, such as chess and photography, or at arts and craft classes. Folk arts and folk lore may be a focus of interest.

6. Adults

Personal Interests

An adult's life tends to be centred around the home, the family, and the job, but service to the community may also be an important interest, and many adults are active in the work of their church or synagogue.

Canadian adults as a group have shown a notorious lack of interest in personal fitness, being content to remain spectators or to limit their physical activity to occasional events. A current trend suggests that there is likely to be greater participation in fitness programs, canoeing, cross-country skiing, and so on.

Many adults develop an interest in the theatre and various types of concerts, and there is a growing interest in craft classes at this time.

Nature of a Recreation Program for Adults

Activities that involve the entire family, such as picnics, swimming, camping, ball games, and so on, are favourites. Father-and-son or mother-and-daughter activities are also popular.

However, adults also need opportunities to enjoy sports, cultural programs, and social fellowship with one another. In fact, a group of adults may decide to organize a club or classes for almost every conceivable activity.

Suitable Activities for Adults

The following kinds of activities are characteristic of adult recreation programs:

** square, round, and folk dancing;

** family activities and gatherings;

** neighbourhood and community activities such as picnics, field days, exhibitions, winter carnivals;

** camping;

** community service organizations and projects;

** sports (as participants and spectators);

** clubs (church, service, social, cultural, self-development);

** dramatics;

** hobbies, such as photography, needlework, gardening, etc.;

** classes in crafts, drama, music, art, yoga, etc.;

** dances and parties.

7. Golden Age (approximately 65 years and up)

Personal Characteristics

As adults reach retirement age, they ordinarily find that they have an increased amount of leisure time. In fact, the actual experience of retirement may be very difficult for those who have not made

deliberate preparations. There may be feelings of uselessness and aimlessness. With increasing age, some individuals lose interest in other people and become rather self-centred.

One reason for this loss of mental interest in the activities of daily life is that physical powers are waning. Eyesight usually becomes less keen. Elderly people may become "set in their ways" and dislike a change in customary procedures.

Nature of a Recreation Program for the Golden Age

The people in this age group need to have a program that encourages social contacts. They need a meeting place where they can work on hobbies together with others of their age. Projects through which they do something for other people help them to feel useful and needed so that they can maintain a healthy interest in friends and everyday life. By being active in work with others, they also gain the love, understanding, and attention they need.

Their program should have a definite routine that is regularly followed.

Suitable Activities for the Golden Age

Individuals in this age group usually like activities with which they are already familiar:

** social clubs, as occasions for playing cards, shuffleboard, bowling, dances, etc.;

** social outings, such as picnics, boat rides, tours, visits to other clubs;

** parties to celebrate birthdays, anniversaries, and traditional special days;

** projects to help others, such as being a "volunteer grandparent" or visiting their peers in nursing homes;

** outdoor recreation, such as horseshoes, gardening, croquet;

** folk arts and crafts programs;

** hobbies, such as woodworking and quilting;

** movies;

** music (singing and instrumental) - enjoying old familiar songs.

B. The Best Kinds of Recreational Activities for Language Learning

The previous section, outlining suitable activities for people of different age groups, referred to recreation in general, but a LaRec program has an extra dimension: language learning is the objective; recreation is the means of achieving that objective.

It would probably be possible for a gifted program leader, with a good understanding of the way the ancestral language operates, to make use of virtually any activity for language learning. However, certain types of activities are particularly productive of language-learning situations whereas others would necessitate special treatment and would be useful only for persons who already have some knowledge of the language.

LaRec Principle #18

Any recreational activity that LaRec participants strongly want to learn, or to do together, could be used as the means for language development, but some activities are much more suitable and have much more language-learning potential than others.

Five factors that affect the "language-learning potential" of a recreational activity are discussed below: social setting, complexity of activity, language demonstrability, repetition, and overall program objective. In practice, these factors are interconnected and inseparable.

The "Social Setting" Factor

Ordinarily, it is wise to select activities that are done in association with other people so that there will be natural opportunities for speech. Bicycle riding, for example, is splendid recreation, but much of the time cyclists are by themselves, and the activity is not conducive to human communication.

On the other hand, a group of FLUENTS, who happened to be fond of cycling, might profitably make that activity the focus of their LaRec club. Consider these opportunities for the use of language, for instance:

** plans for cycling to picnics or sites of historic interest;

** comparisons of different kinds of bicycles;

** care of bicycles;

** "Bike-for-your-life" skill tests;

** cycling safety;

** bike rallies: following a prescribed, timed course.

Some hobbies that individuals share could likewise be the recreational focus for language development by members in a LaRec club. In fact, when there are concrete objects to talk about and techniques that can be demonstrated, it may be possible for a mixed group of LATENTS and FLUENTS to work on hobbies together. Here are two examples of some opportunities for language use in shared hobbies:

Stamp (or Coin) Collecting

** displaying personal collections;

** discussing the pictures or other features on particular stamps;

** comparing face values and current prices;

** comparing the condition of stamps;

** exchanging stamps with others in the group;

** exchanging stamps with overseas contacts (perhaps in the ancestral country).

Photography

** planning a group outing to take pictures at a chosen site;

** comparing pictures made of similar scenes under varying conditions;

** talking about distances, lighting, film;

** composing a set of objects for a photograph;

** posing for portrait photographs and studying the effects of lighting on facial features;

** preparing a slide show for a performance;

** making a photographic record of an ethnic festival;

** photographing actions at a Sports Day;

** making up imaginary conversations from candid snapshots.

The Complexity-of-Activity Factor

Some activities may be considered "simple" in the sense that there are very few rules to be learned and a limited number of skills involved. Some examples of "simple" activities are: playing tag, jumping or skipping with a rope, making a boat by folding paper, plain knitting.

Other activities may be considered "complex" because they combine a number of skills and have many standard rules or constraints that must be obeyed. Some examples of "complex" activities are: fastball, hockey, bridge, batik painting, cabinet making.

Complex activities are not suitable for very young children in any recreation program. In a LaRec program, an activity's degree of complexity must be taken into consideration, no matter what the age of the participant is. The following three questions must be considered together:

1. How complex is the activity?

2. How familiar with the activity are the participants?

3. How fluent are the participants in the ancestral language?

Major sports, such as fastball or hockey, are not suitable as the focus for a LaRec program attended by STARTERS because the complex skills and rules necessitate complex speech patterns. Furthermore, there is often little opportunity for productive language use during play.

On the other hand, training for those skills by means of "lead-up games" provides excellent opportunities for language learning by STARTERS because the words and phrases about important actions have repeated use.

FLUENTS, of course, would be able to use a complex game, such as fastball, in their LaRec program, if they wished to. They would have good opportunities to improve the complexity of their speech during "post mortem" sessions about "what they should have done" and "what would have happened if..."

If the LaRec participants are a mixture of LATENTS and FLUENTS, they can use a complex game <u>if it is already familiar to them</u>, so that the LATENTS do not have to learn a new set of complicated rules. Coaching to improve certain skills that are required, such as throwing and catching, is an admirable occasion for the LATENTS to use the language over and over again as they strive to perfect their physical skills.

Complex indoor games, such as bridge and chess, are in a class by themselves. Because the participants remain seated close to one another, there are opportunities for speech throughout play (if the players agree to adopt a casual approach in which conversation is permitted). A group of FLUENTS would have unsurpassed opportunities to raise the level of their speech in the ancestral language as they discussed the reasons for certain plays and "what would have happened if..."

The "Language Demonstrability" Factor

In order to learn a language through recreation, a STARTER or a LATENT must see clearly what is referred to by words and structural patterns. It must be easy for them to associate speech with things, actions, and relationships. In other words, the recreational activities for LaRec participants who do not know the language must be demonstrable.

LaRec Principle # 19

The selection of the type of recreation program and activities depends not only on the participants' ages and interests but also on their level of competence in the ancestral language.

Complex activities that are unfamiliar to the participants should not be selected for language beginners. To learn new, complex skills through the medium of the ancestral language, a participant should be reasonably fluent in it. A learner needs to have demonstrable activities that show the meaning of the new language.

What makes an activity "demonstrable"? Here are some of the characteristics of "language demonstrability."

(1) There is a real person to watch, or a few concrete objects to see, or both.

(2) The actions required are simple, and there is time for the observer to see the action and relate the language to it.

For example, it is easy to associate the instruction "Sit on the floor" with the action; it would be difficult for a language learner to associate the following instructions for a headspring with the actions, because several movements are done simultaneously and quickly: "Push with your hands while you are flipping your

legs over your head to a standing position, landing on the balls of your feet with your knees slightly bent."

(3) The rules are few and simple. It will not be necessary to use a series of conditional sentences to explain the rules by saying, "If X happens, then Y is the result, but if A happens, the result is B."

(4) The activity can be broken down into a short series of steps, each of which can be associated with the necessary language. If there are too many steps, the activity cannot be demonstrated in one session.

(5) It is an "active-quiet" type of activity. That is, the activity is not so fast or so noisy that talk is impossible.

Demonstrability is most important for those LaRec participants who know the least of the ancestral language. The following example illustrates that notion.

Games like shuffleboard, carpet bowling, and table curling are basically very similar. On the surface, they seem to be of approximately equal value in a LaRec program. There are only a few objects; the rules are simple; the simple actions can be shown in a series of clearly visible steps; they are all "active-quiet" games so that people can talk while playing.

One feature makes shuffleboard more demonstrable than the other two games and therefore more useful for LaRec STARTERS. In shuffleboard, the numbers can be seen and easily identified. Scoring in shuffleboard is unequivocal; a disc is either in a point-winning area or not.

In carpet bowling and table curling, scoring depends on relative position, and the language about scoring is the language of comparison, such as "closer to," "farther away from," "the same distance," or "the closest." Comparative relationships like these are more difficult to demonstrate to language beginners.

On the other hand, when LaRec participants have made some progress in learning the ancestral language, they can get useful practice in understanding and speaking comparative patterns from keeping score in carpet bowling and table curling.

The "Repetition" Factor

Repetition of spoken words and phrases is necessary if a LaRec participant is to learn those language items. There will be natural opportunities to hear and say certain words and phrases again and again during the course of a recreational activity.

But repetitive activities do not automatically produce repeated speech. Some kinds of activities are so repetitive that the basic movement becomes a habit, is performed quickly, and no longer requires (or even permits) speech to accompany the actions.

An obvious example is the craft of knitting, an extremely repetitive activity. Thousands of stitches may be made in exactly the same way during the production of a garment, yet if there is any speech at all, it is probably conversational talk quite unrelated to the activity.

A person who is first learning to knit may give herself a steady stream of spoken instructions, such as "through the stitch, behind the needle, around the needle, slide it off," and so on, in order to help herself manipulate the needles and the wool in the right way. Once the technique is mastered, however, speech of that type is no longer necessary. In fact, it would be a hindrance to the development of speed and therefore to the accomplishment of the desired product.

There are several situations in which a recreational activity provides the opportunity for the repetition of language items:

(1) Maintaining a regular rhythm or pace.

A program leader often uses repetitive language in order to establish a regular rhythm. In calisthenics, for example, he may keep up a steady counting or he may, as in dance instruction, name the part of the body that moves. In the development of some athletic skill, he may repeat words for the movements or the manner of movement.

Learners often begin to imitate the program leader's "patter" after a while, quite spontaneously. Rhythmic repetition of this type is one of the most effective ways of helping a language beginner gain confidence and facility in pronouncing the language.

(2) "Murmuring" as a memory device.

When a technique has not yet become a habit, a participant may "murmur" instructions to himself to help himself remember each action of the technique.

Example: In learning a dance step, a person may murmur "toe-heel-toe-kick, toe-heel-toe-kick..."

When the technique is learned and has become a habit, a certain amount of "murmuring" may continue, but at a higher level, as the person thinks about the whole technique as one action. For example, the dancer may substitute "left...right" for the repetition of the foot work; the knitter may count "two - knit, one - purl..."; the weaver may murmur the names of the colours and their patterns.

The "calling" of a square dance is an example of a combination of these first two reasons for repetition: maintaining the rhythm and serving as a reminder.

(3) Keeping the activity going.

A leader often uses the same words and phrases again and again as he encourages individuals, one after the other, to do some action. A clear example is the leader's directions to individuals who are waiting to have a turn at some track event, such as the high jump: "Ready, Jessie...Go! Up...Over! Good! ... Ready, Billy...Go!..."

This kind of repetition is of a less mechanical nature than the first two types described above. The leader may not say exactly the same words to each person; he may combine words and phrases in different ways. But the important language items will be heard again and again in association with a visible situation.

(4) Using the language in order to do the activity.

When the participants interact with one another, they have occasion to speak some important words and phrases as often as the same things are used or the same actions performed.

For instance, when the participants play a game together, they will need to count the score, or refer to equipment, colours, positions and players, or say certain action verbs.

This kind of repetitive language use is no longer imitative. The participants are actually exercising conscious choice in speaking certain words or phrases in certain situations.

(5) Learning to quote from memory.

In order to memorize a song, or a character's part in a dramatic skit, a participant may repeat the exact words many times.

Especially in singing, a participant may not understand every word that he learns to repeat. However, if he understands the general idea and the meaning of some words, this type of repetition may also be valuable, especially for gaining fluency and pronunciation skills in a pleasurable way.

LaRec Principle #20

Opportunities for the repetition of language items occur naturally in recreation activities. This characteristic of recreation should be exploited for effective language learning.

The "Overall Program Objective" Factor

Lastly, the best kind of recreation activity for any LaRec program, will depend on the overall objective for the participants in that program. Are they STARTERS, who want to begin to learn the ancestral language?... LATENTS, who understand a lot of the language but want to learn to speak it?... or FLUENTS, who want an occasion to speak the ancestral language and to develop their fluency?

(1) In the absence of any strong preference for one particular activity, a variety of activities is preferable for STARTERS and LATENTS. Variety of activity permits a wide range of language use. It also ensures that language items will become firmly established in the minds of the learners as they have occasion to use the same sentence patterns and vocabulary in different situations.

(2) For the STARTERS, quick crafts that can be completed in one session, games that can be learned in one session, or distinct

techniques that can be tried out in one session and added to in succeeding sessions, are usually best.

The reasons for emphasizing quick crafts with the STARTERS are:

** it is natural to use a demonstrating technique, which is needed to make the meaning of the language clear;

** the language can be controlled easily when demonstration rather than explanation is the method;

** a good range of language will be possible if a different quick craft is introduced in each session;

** at the same time, there will be easy opportunities for the recapitulation of common vocabulary items and basic structural patterns.

(3) The same kinds of activities are also suitable for the LATENTS, who also need a clear association of situation and speech. However, since LATENTS need to be challenged to speak, their activities should involve them in group action that tends to provoke speech.

(4) Both STARTERS and LATENTS will benefit from a season's program that includes a variety of activities leading up to a climax, such as an ethnic festival, talent show, or craft display.

(5) Any activity that is of interest to a group of FLUENTS, who want a LaRec program merely as an occasion to speak the language they already know, is suitable.

However, if these FLUENTS also have the desire to develop and perfect their knowledge of the language, they should choose activities that involve discussion, planning, and critical evaluation.

Qualities of a Good LaRec Activity

1. The qualities of a good LaRec recreation activity are:

SUITABLE:	It is suited to the participants' personal interests and language needs.
TALK-PRODUCTIVE:	It requires, or stimulates, speech.
ENJOYABLE:	The participants like doing it.
PARTICIPATORY:	It demands more than just being a spectator.

2. The special qualities of a good LaRec recreation activity for STARTERS and LATENTS are:

DEMONSTRABLE:	It is possible to show one clearly visible step at a time, associating objects and actions with spoken words and structural patterns.
REPETITIVE:	There is some element of repetition so that the language items selected for emphasis can be heard and spoken many times.
EASY:	It is enough that the language is new; the activity itself should not be so difficult that the participants become discouraged by it.
SIMPLE:	The rules are not complex, and the materials are not elaborate.
SHORT:	The activity, or one distinct stage of it, can be completed within one LaRec session.

3. The special qualities of a good LaRec recreation activity for FLUENTS are:

SOCIALLY-INVOLVING: Since these participants already know the language, their only purpose in joining a LaRec program is to have regular occasions for speaking the language with others.

SATISFYING: The participants choose the activity because it fills a need in their own lives.

STIMULATING: The activity provokes plans and discussions, and thus it stimulates the use of a complex level of language.

II.10. THE PROGRAM FOR A SEASON

A. Qualities of an Effective LaRec Program

The LaRec program for a season will have the best effect on the participants if it combines variety of activity with unity and continuity of program.

Variety of activity is needed because:

1. All the participants may not be equally interested in exactly the same kind of recreational activity; also, those who are not able to do one particular activity well may have a chance to excel in a different one.

2. A change from one kind of activity to another renews interest during a recreation session. In a Pre-School Play Group,

frequent changes are essential because of the young children's short attention span.

3. New talents and interests can only be discovered as new opportunities are offered to the participants.

4. Greater personal development can take place when different skills are called upon.

5. A wide range of vocabulary in the ancestral language will be presented by a variety of activity, and participants will become sure about the meaning and uses of words as they hear and use common words in several activities.

6. Since different activities naturally require different structural patterns, the participants' ability to operate the language can expand.

Continuity in the program for a whole season ensures that the recreational skills gained during one session will be exercised again and further developed. It also ensures that the language connected with an activity will be used again; the learning of structural patterns and vocabulary that is begun in one session will be consolidated in succeeding sessions.

In addition, a program in which there is continuity from one session to the next fosters a group feeling among the participants, for they see their joint efforts combining to create something meaningful - a well-synchronized dance ensemble, for instance, a winning team, or a harmonious choir.

These qualities of unity and continuity with variety can be achieved only by making overall plans for an entire season before actually starting. A general scheme for the whole season will also ensure that essential supplies will be available when they are needed.

One way of achieving unity in a season's program is to adopt a topical theme, to which every session is in some way related, but the best unifier is probably the goal of a final display, prepared for the members of the ethnic association.

Preparations for such a "Display for Parents" should not be regarded as an intrusion on the "real" content of the season's program but as the culmination of the activities begun in the very first session.

For example, the children might sing one or more of the traditional songs they had started to learn at the beginning of the season and had sung again every time, gradually becoming sure of the words and tune. A puppet show might represent more than a month of sessions during which the telling of a story, the making of puppets, the composing of a playlet, the construction of a puppet stage, the painting of scenery, and frequent rehearsals were the recreational activities used as the vehicle for language learning. A group of Teens might display the grace and agility they had achieved by regular practice of "keep-fit" exercises or trampoline skills in every session from the start of the season.

Teens who are FLUENTS may be able to produce a complete variety show, taking a great deal of responsibility for the initial planning as well as the details of preparation and final performance. A full-length performance should not be expected from a group of Pre-Teens or Juniors, however, especially if they are just beginning to learn the ancestral language. A simple half-hour display will be an adequate and satisfying conclusion to the season.

The goal of a final Display for Parents is not necessary for a Pre-School Play Group. In fact, insisting on formal "public" performances is not helpful to the little ones and is probably counterproductive.

LaRec Principle #21

An evident goal, such as a Display for Parents at the end of a LaRec season, can serve as a strong motivation for the development of skills and the practice of language.

B. Sequence of Activities in a Program Season

Although the language content of a LaRec program cannot be arranged in a strict sequence, as the graded structural progression of language lessons is in a classroom, it is nevertheless possible to make the

activities more successful by thinking out a sensible order for them within the season.

The following table illustrates the benefits of a well-organized sequence of activities. If the LaRec participants already have certain language knowledge, they can often engage in a new activity very easily, using the familiar language items again without difficulty and therefore paying attention to new language content.

If you want a group of STARTERS or LATENTS to ...	... plan for the participants to do this in a preceding session.
** keep the score in a game, ...	... learn the numbers through simple counting activities.
** learn yoga breathing and meditational practices, ...	... practise the basic postures and exercises, learning the necessary words for parts of the body, action words, and position phrases.
** colour Easter eggs in a traditional way, ...	... learn the words for colours; learn sequence words, such as <u>first</u>, <u>then</u>, <u>next</u>, <u>last</u>, <u>after that</u>, etc.
** serve refreshments at the Display for Parents, ...	... learn the necessary language for the foods that will be served, dishes, cutlery, appropriate questions and responses, etc., through "make-believe" activities, role-playing, or conversations during their own refreshment periods.

** organize a games night at a home for senior citizens who speak the ancestral language, ...	... play one of the games each session, learning to use the ancestral language for the materials, method of play, and scoring; practise proper forms of greetings and enquiries during role-playing skits.

Part of the secret of planning a season's program that has variety, continuity, and unity is to "embed" one simple activity in another, more inclusive one.

For example, suppose some Juniors make model houses in a simple paper-folding activity, thus learning the words for the main parts of a building. In a later session, the leader might use a picture book to tell a story in which a house is prominently featured. (Examples from the European story repertory: the witch's house in "Hansel and Gretel"; the straw, wood, and brick houses in "The Three Little Pigs"). As follow-up activities, some children might co-operate to make large models of the houses; others might paint pictures of the houses that could be combined into a group mural or used as backdrops for a puppet play. Parts of succeeding sessions could be used to make puppets and practise a simplified play about the story. In the end-of-season Display for Parents, several children could be prepared to tell the parents about the model houses and group mural, or the puppet play could be presented.

By "embedding" simple activities in more complex activities in this way, the leaders enable the participants to get a great deal of practice on a central core of language, gradually adding more to what they have already learned.

II.11. BASIC ROUTINES

Paradoxical as it may seem, the variety of activity that is desirable in a recreation program is only possible when the recreation sessions follow a basic routine.

A time schedule that indicates blocks of time in which certain types of activities are to be done will make possible the accomplishment of a great deal with little wasted effort. Since the participants have an idea of what to expect, they are prepared to move from one area to another, to get out equipment and put it away, to form groups, and so on. In a sense, the sessions begin to "run themselves."

A time schedule should be regarded as a flexible framework for the sessions, however, and not as an absolute dictator.

Program leaders will also find that a basic time schedule helps them in the planning and conduct of each session. It serves as a "check list," ensuring that a suitable activity is planned for each block of time and that the necessary supplies are made ready. The leader can put his full attention on the activity and the participants' language learning when he does not also have to worry about what should be done next.

Following a regular routine is one way of providing the basic sense of security that Pre-Schoolers require.

A basic routine also gives regular opportunities for the learning of useful language. For instance, Pre-Schoolers quickly learn to associate standard language formulas, such as It's time to stop, It's time for singing, Let's go to the craft table, Come with me to the story corner, with the action that follows or the place to which they go.

Some examples of non-recreational routines with a high language-learning potential are:

** greetings on arrival and on departure;

** the removal of outdoor clothing and putting it back on;

** preparation and consumption of refreshments;

** references to clock-time in relation to the session's activities.

Because these same actions occur regularly, there are natural opportunities for repetition, until learning is complete. Because they occur in daily life, the language learned from them is easily transferred outside the LaRec program.

LaRec Principle #22

The non-recreational routines of a LaRec program also provide useful language-learning opportunities that should be exploited.

Here are two examples of basic routines that are suitable for different kinds of LaRec programs. Actual time schedules for local LaRec programs will, of course, be modified according to the local variables.

Example of a Time Schedule for a Pre-School Play Group

This imaginary Play Group meets in the afternoon for two hours.

Approximate Times	Type of Activity	Approximate Duration
1:30 - 1:45	Free play (as the children arrive)	15 minutes
1:45 - 2:00	Games	15 minutes
2:00 - 2:15	Storytelling	15 minutes
2:15 - 2:30	Games	15 minutes
2:30 - 2:45	Music	15 minutes
2:45 - 3:00	Cookie Time	15 minutes
3:00 - 3:20	Arts and Crafts	20 minutes
3:20 - 3:30	Clean-up and free time	10 minutes

Example of a Time Schedule for a Teens LaRec Club

This imaginary Teens LaRec Club meets in the evening for two and three quarters hours.

Approximate Times	Type of Activity	Approximate Duration
6:45 - 7:00	Warm-up activities for the whole club	15 minutes
7:00 - 7:45	Group activities: Choice of (a) a sport, (b) art or craft, (c) general interest.	45 minutes
7:45 - 7:55	Break	10 minutes
7:55 - 8:45	Group activities: Choice of a different (a) sport, (b) art or craft, (c) general interest.	50 minutes
8:45 - 9:30	General Assembly: Program planning. Songs.	45 minutes

II.12 CO-OPERATION BETWEEN PROGRAM LEADERS AND THE ETHNIC ASSOCIATION

A local LaRec program is a "child" of the ethnic association that sponsors it. Although the program leaders are responsible for the planning of the language-through-recreation activities, they should keep the association informed about their plans. Members of the association may be able to give valuable assistance. In so doing, they will undoubtedly gain an increased understanding of the program and become more interested in its progress.

Association members may assist the LaRec program by:

** organizing projects to raise funds for it;

** publicizing it thoroughly;

** providing special supplies, such as records for traditional dances or scrap materials for crafts;

** agreeing to serve as resource persons for instruction in specialized skills, such as egg-decorating; or arranging for others to serve as resource persons;

** volunteering to serve as helpers in a Pre-School Play Group;

** making other necessary arrangements according to the local needs.

II.E. BUDGET AND FUNDS

After the association has agreed on the length of the LaRec season, the location and times of the sessions, and the program leaders, it is necessary to estimate the actual expenses and take action to procure the necessary funds.

As shown in the following example, it may be possible to reduce some expenses substantially:

Example of Estimated Expenses for a LaRec Program
Based on Ethnic Arts and Crafts

Item	Possible Expenses	Reduced Expenses
Personnel	1 leader for 10 sessions @ $10.00 .... $100.00	Volunteers ..... Nil
Rent	Room for 10 sessions of 2-1/2 hours @ $3.00 ..... $ 75.00	Use of association's building or member's "rec" room ..... Nil
Equipment and Supplies	Most supplies brought by participants; miscellaneous paints, etc. ..... $ 40.00	Same $40.00
Refreshments	Coffee or other drink; occasional bag of cookies ..... $ 15.00	Coffee or other drink; participants bring "goodies" ... $10.00
Advertising	e.g., paid ads, materials for making posters ..... $ 20.00	Same $20.00
Other	Nil	Nil
TOTAL	..... $250.00	..... $70.00

The association may decide to apply for a government grant, especially if an extensive program, such as a summer camp, is planned. If so, it is important to procure from the appropriate government department the correct application form. It is equally important to prepare the application form carefully, providing full and detailed information as requested. All too often, the reason that a grant is not obtained is that the application for it was incomplete and vague.

Many ethnic associations that decide to finance a LaRec program themselves will conduct special projects to raise funds. The following list of suggestions illustrates the wide variety of imaginative possibilities:

Sales within the Association Membership

** A cookie sale is a good project just before Christmas. Each member brings six dozen cookies or squares. These are sorted and arranged in boxes, making an attractive variety pack, which the members buy back for a set amount.

** For an auction sale, the members bring an unused or unwanted article from home. These articles are auctioned off at the conclusion of a regular association meeting.

** At each meeting of the association, the members can buy a 25¢ ticket on a door prize. At the conclusion of the evening, the draw is made. The person who wins the prize is responsible for looking after the door prize at the next meeting. He limits the cost of the prize to $2.00, and the profits are turned in to the treasury.

Sales to the Public

Sales of baked goods are always popular, but the association may also get very successful results from:

** an ethnic food sale;

** a handicraft sale;

** a bazaar;

** a "flea market," in which used household goods, ornaments, books, etc., are sold;

** a garden sale of vegetables, flowers, and preserves during the early fall.

Services for Hire

Some associations raise money as their members provide services for others and turn in their earnings to the association treasury. Some examples are:

** a babysitting service;

** a coat-check or ushering service at concerts or dances;

** a catering service (cooking and serving) for banquets;

** a concession stand at a local fair or sports event.

Association Activities

The association may also raise money through its own social activities, such as teas, banquets, fashion shows, carnivals, or talent shows.

Resourceful LaRec program leaders may discover that some of the fund-raising activities suggested above can become an integral part of certain LaRec programs. The tasks that are involved in raising money can be put to use in developing the participants' fluency in the ancestral language.

II.F

PUBLICITY

The most wonderful LaRec program plans in the world will be wasted if those who should become participants do not know about it. It is not enough to hold a discussion about LaRec in a meeting of the association. Many persons who share the same ethnic background may not be members of the ethnic association. They, too, may be pleased for their children to have the opportunity of learning the ancestral language.

Many different means may be employed to publicize a new LaRec program or a special event connected with it. More than one medium should be used in order to reach the largest number of persons who may be interested. Here are a few suggestions:

(1) Paid advertising.

The cost of a small advertisement in local newspapers or for a thirty-second "spot" announcement on radio or television may be well justified. Ethnic language newspapers and broadcasts should not be forgotten.

It is important to make sure that these advertisements are brief and contain all the necessary information.

Example

(Polish) Language Arts and Crafts Club	
sponsored by	... What?
(Polish) Ethnic Society	
Registration: Tues., Jan. 15, at 7:30 p.m.	.. When?
St. Mark's School Gym	.... Where?
$6.00 for a season of 10 sessions	.... How much?
Instructor: Mrs. V. Stivak	
Open to all children from 10 to 14 years	... Who?

Announcements written for television and radio should contain the same information written in sentence form.

(2) News releases.

It is a good idea to find out from the local newspaper and radio or television station the kind of news material that will be used, the style in which it should be presented, and the deadlines for publication or broadcast.

A well-prepared news release is more likely to be used than carelessly written, unorganized facts. Here are some practical suggestions:

** Type the article on only one side of the paper, leaving a wide margin on both sides. Begin the text about a third of the way down the page. Use double-spacing.

** Type your name, telephone number, and name of the association in one upper corner, and in the other corner state when the news story can be released, as well as the names of publications and stations to which it is being given.

** Include all the vital information in the first paragraph. The cost of registration or admission should not be included in a news release, because some newspapers automatically reject an article that mentions prices.

** Keep the article short, usually not more than one page long.

** Ensure that all the facts are accurately stated and that names are spelled correctly.

(3) "Community Calendars"

These lists of coming events are often provided in newspapers and on broadcasting stations without cost as a public service.

(4) Interviews.

Most local broadcasting stations have at least one daily program for interviews. An interview with the LaRec program leader and an officer of the association would be an effective way of informing the public about a new LaRec program.

(5) Posters.

Neat, attractive, and easily read posters may be placed in stores, schools, churches, and on community bulletin boards, and they are often effective as advertising. It is essential to request permission from the property owner before putting up a poster.

(6) Information sheets.

Attractive postcards, invitations, or flyers are also effective when mailed to individuals or distributed from door to door in an ethnically homogeneous neighbourhood. The use of coloured paper, cut in an unusual shape, will tend to catch the recipient's interest and prevent him from throwing the notice away before reading it.

(7) Personal and telephone contacts.

Individual members of the association are probably acquainted with non-members who would be interested in a LaRec program. A personal invitation is usually appreciated.

(8) Announcements.

Oral announcements may be made in schools, service clubs, and churches. Sometimes these agencies have bulletins or newsletters in which a written announcement can be printed.

By using several of the means suggested above, an association can bring the LaRec program to the attention of those who need it. An active publicity drive will do more than state the basic details of time and place; it will provide information about the LaRec concept and the activities to be used as a vehicle for language learning.

STAGE III DEVELOPMENT

"Conduct the program for a season."

III. 13 PLANNING ONE LaRec SESSION

The greatest responsibility for planning each session of a LaRec program falls on the program leader, even in a program for Teens, unless the participants are FLUENTS. In this respect, a LaRec program differs from other recreation programs for adolescents, for nowadays young people are ordinarily encouraged to be responsible for planning and conducting their own program with a minimum of direction from adults.

Because of the language-learning objective of a LaRec program, however, the leader has to fill a more dominant role. He is the one who knows the ancestral language, and the participants are the ones who want to learn it. They are not in a position to judge what they should do in order to learn it.

Nevertheless, it is desirable for a leader to encourage comments and suggestions from adolescent participants and to develop, as far as possible, a spirit of working together. Some suggestions for ways of achieving that aim are included in the section about "This Week-Next Week" on page 164.

In any case, planning for LaRec sessions with very young children will be completely in the hands of the program leader and her helpers.

LaRec Principle #23

The degree to which a local LaRec program can be planned and conducted by the participants themselves depends not only on their age but also on their level of competence in the ancestral language.

Participants who have little oral knowledge of the ancestral language require a program in which the language activities are planned by the LaRec leader, who selects activities that can be demonstrated step by step.

Participants who have some fluency in the ancestral language will benefit from the opportunity to be involved in all the program plans, insofar as their age permits.

The three main aspects of session planning to be considered are: the activities, the materials that will be needed, and the language emphasis.

Planning the Activities

(a) The leader selects a specific activity for each period of the basic routine.

The type of activity that is suitable to the participants' needs and interests will already have been identified during the preparation of the general scheme. The task at this stage is to select the specific activities or the specific phase of an activity that can be accomplished in one session.

A definite activity should be planned for every period of the basic routine that was established. For example, if a group of Juniors are supposed to begin each LaRec session of traditional dancing with some warm-up exercises, each exercise must be chosen. The songs, stories, and games for a Pre-School Play Group must be selected. The recipe for a Teens' lesson in ethnic cookery must be found.

Some activities actually extend over a period of several sessions. In that case, it is necessary to decide how much should be attempted in one session. When the participants are learning a traditional dance, for instance, the leader may decide that it is best to work on the steps for the first, slow movement during one session and add a new series of steps during the next session. Or, after the basic steps of the dance have been learned, the leader might set as an objective for one session the development of expressive and graceful body movement.

In some programs, the participants will be offered a choice of activity. The leader must be sure that an activity is prepared for each option and that someone is ready to take charge of every group.

(b) The leader makes sure that he knows that activity well.

It is very embarrassing to discover half-way through a demonstration that one does not know what to do next. Any technique that is to be demonstrated should be tried before the session begins, as a part of the leader's preparation.

Stories and songs should be practised so that they can be told or sung in the most effective way.

(c) The leader plans activities that provide opportunities for repetition.

A few activities, such as one particular quick craft, may be done in one session only and never repeated. Most recreational activities, however, are intended to be done again and again. After all, one does not ordinarily learn a game in order to play it once and forget about it. Usually, greater enjoyment is experienced as skill and confidence are developed. Repetition of activities is particularly important in a LaRec program because of the language-learning objective.

Some examples of opportunities for repetition are:

** An entire activity, such as a game or song, may be repeated in succeeding sessions.

** The first part of a dance or song or dramatic sketch will naturally be repeated in succeeding sessions as the remainder is introduced and the whole activity is practised.

** A game is repeated frequently when a tournament, extending over a period of sessions, is organized.

** The challenge to develop certain skills demands frequent repetition in more than one session.

** Some activities are repeated as they are "embedded" in a more inclusive activity. For instance, final preparations for the Display for Parents may necessitate the

repetition of previously learned cooking, singing, and dancing; young children's paper folding activities may be repeated as they set up a model village for some new purpose.

In all the situations described in the examples above, the program leader plans to repeat a previously-learned activity in a new session, for the sake of the participants' recreational enjoyment and development. By so doing, he also ensures that there will be many opportunities to repeat the language connected with the activities, so that the process of language learning can continue.

When he is planning a session, it is also possible for the program leader to make deliberate choices of certain activities because of their repetitive character. For example, if a cookery lesson is desired, the preparation of many small dumplings or Chinese "won ton" would be a good choice because a great deal of repetition is involved as each small item is rolled, cut, spread, covered, folded over, pressed together, and so on.

As soon as the participants are old enough and know enough of the ancestral language, it is possible for the leader to plan a short "This Week-Next Week" talk (described on page 164) at the end of each session. "This Week-Next Week" is an occasion for talking about what was done, used, and made during the session, and thus permits the repetition of the language used during the activities.

LaRec Principle #24

Repetition is necessary for learning a language, just as it is necessary for learning a recreation skill. LaRec participants must hear new language items repeatedly. They must have repeated opportunities to use the new language items themselves.

Preparing the Materials

(a) **The leader notes all the equipment and supplies that**

will be needed for the session.

It is a good idea to jot down every item that is needed for each activity. In that way, the possibility of forgetting some vital piece of equipment is unlikely. The notes can serve the leader as a check list.

Some equipment may be on the premises already. Some supplies may have to be purchased or collected. Some materials may have to be prepared in a special way.

Leaders must be careful not to overlook "obvious" necessities, such as pencils, when preparing the check list.

(b) The leader organizes the supplies so that they will be available quickly when needed.

LaRec sessions are usually not very long, and the time must be efficiently used. It is a pity to waste time in looking for materials or passing them out to individuals.

A set of supplies for each working group can be organized ahead of time. For instance, if a group of Juniors are going to make string pictures, a box or tray containing string, scissors, a dish of diluted glue, pencils, crayons, pieces of cardboard, and a damp clean-up cloth can be prepared for each table. Then, as soon as the tray is brought to a table, the children can start to work.

One way of making the handling of supplies more efficient is to provide a container for each type of equipment. Thus, the balls will be stored in one box, the beanbags in another, the paintbrushes in a third, and so on. The participants will be able to take an active part in getting the supplies and putting them away. A great deal of language practice can take place as the leader and participants name the articles and the places where the articles go.

(c) The leader supervises the arrangement of the recreation area.

If the place where the LaRec program is held is also used for other programs, the equipment and supplies may have to be arranged for each session. Unless the participants are very young, they can help the leader do this, and they can get valu-

able language practice as they do so. Naturally, everything should be put back in its appointed place before the participants leave.

(d) The leader knows what materials will be needed in the next session.

There are at least three reasons for knowing a week ahead of time the materials that will be required.

** The participants can be requested to bring certain materials from home.

** The leader will have time to look for materials that must be purchased.

** There will be time to prepare special materials. For example, reeds needed for basketry must be soaked for a certain length of time; the cloth that will be tie-dyed must be washed and ironed beforehand.

Planning the Language

The principle of predetermined emphasis has already been explained, beginning on page 109.

The following practical suggestions about language content may serve as guides for LaRec leaders who are just getting started.

(a) In any activity that involves the use of objects, begin by identifying the equipment and supplies.

When this is done, words are immediately introduced that will be heard again and again throughout the activity. The participants will have a chance to become very familiar with their sound and use in sentence patterns.

Furthermore, this regular practice of identifying the

materials ensures that an important structural pattern will be repeated often, probably in the plural as well as in the singular.

(b) Always think out the main kinds of actions that are necessary in the performance of an activity.

Plan to demonstrate these actions while saying the action words clearly.

Again, the participants will have a chance to hear those action words many times and to become familiar with their sound and use in sentence patterns.

Notice the action words that you say repeatedly in more than one activity, such as the equivalents of "take," "hold," "put," and so on. Those are the words that you may expect the participants to begin using themselves fairly quickly, if you provide the opportunity.

(c) Look for any outstanding descriptive words that may make a difference to the activity, and be sure that these words are emphasized in the demonstration. Words that describe colour and size are examples of this type.

These descriptive words often appear in the sentence patterns mentioned above. For instance, they may make an identification and an instruction more precise, as in "No, that's the red string; please bring the green string."

(d) Remember that in recreational activities the participants are trying to improve their skills. Look for the kind of language to be used in helping them to do something well.

For example, in the development of game skills or the learning of a dance, the following English sentence pattern is frequently used by a recreation leader or coach.

Keep	watching the ball. practising that swing. practising this step. trying.

In English, certain adverbs (of manner) would probably be used often at the stage when a basic technique has been learned but needs to be perfected:

Put the wax on carefully.

Sing this part softly.

Move your hands gracefully.

Comparative forms are often used in coaching sessions, too:

Hit it harder. Don't hit it so hard!

Run faster. Don't move so fast!

Kick higher. Don't kick so high!

Advice about the materials that the participants are using may require emphasis on a descriptive pattern:

The glue is too thick. / The glue is not thick enough.

The paper is too dry. / The paper is not dry enough.

The string is too long. / The string is not long enough.

The batter is too thin. / The batter is not thin enough.

(e) Remember that participants in a recreation program are interested in the work that they have done. They want to feel that others are interested, too. Think about the kind of language that is needed in "follow-up talk."

With STARTERS, follow-up talk about arts and crafts might require simply the elementary sentence patterns of identification and description. For instance, the leader might look at a painting and say, "This is a nice picture. Please tell me about it." The participants' replies might be in the patterns:

This is	a house. the roof. the chimney. the door.
These are	the windows. the curtains.

The house is white.
The roof is green.
The chimney is tall.
The door is green.
The windows are small.
The curtains are white.

After the STARTERS have learned the simpler patterns, their follow-up talk could be developed by practising a more advanced pattern:

There's a house with a green roof on the left.

There's a tree with green leaves on the right.

There's a girl with a little basket in the middle.

There's a wolf with long teeth near the girl.

FLUENTS, and other participants who are approaching fluency, should be shown how to talk about their own performance critically. Some examples of language that is characteristic of "post-mortem" discussions by participants in recreational activities are:

I forgot	to add the baking powder. to throw the ball to third base. to iron my costume. to memorize the song.

I should have	kneaded the dough longer. washed the cloth first. counted the number of steps. thrown the ball to third base.

If I had thrown it to first base, we would have won.

If I had caught the ball, the batter would have been out.

If I had added some salt, the pastry would taste better.

If I had ironed my costume, it would look nicer.

If I had memorized the song, I could sing it better.

(f) It is important that a language learner become able to ask his own questions, not just answer the leader's questions. Plan opportunities for the participants to ask different types of questions.

The leader can provide a model first:

Leader: Where are the scissors?

Maria: I don't know.

Leader: Maybe Tony knows. Ask Tony.

Maria: Where are the scissors, Tony?

Leader: Do you want red yarn or pink, Greta?

Greta: Red, please.

Leader: What about Kirsten? Ask her, please.

Greta: Do you want red yarn or pink, Kirsten?

(g) A language learner has to become aware of the underlying systems of the language and their effects on words and structural patterns. Remember to put the emphasis sometimes on features that may occur in any pattern, such as plurals, persons, negatives, and so on:

Take one step backward and two steps forward.

Knit one stitch and purl three stitches.

This is a disc. This is a red disc and this is a black disc. Four red discs and four black discs. Eight discs.

I want a cookie. Do you want a cookie, Steven? And Hansi? Does he want a cookie? Ask him. What about Elsa? Does she want a cookie? Ask her.

I want sugar in my tea, please, but I do not want milk.

The scissors were here a moment ago, but they are not here now.

You must never jump on the trampoline unless there are four spotters.

LaRec Principle #25

Part of a program leader's task in planning the language for each LaRec session is to prepare opportunities for the participants to learn to operate the underlying systems of the ancestral language, which affect every structure in it.

(h) Thus far, the suggestions have begun with the recreational activity and asked the question, "What language should be emphasized?" It is also possible that a LaRec leader, rec-

ognizing that the participants need to learn some particular pattern or set of words, may deliberately choose an activity which requires that language.

For example, it has been suggested that one of the first objectives should be a knowledge of the numbers in the ancestral language. To work towards that objective a leader might plan special activities, such as those that are described in Appendix C, on page 248.

. . . . . .

These suggestions about planning the language for a session are far from being an exhaustive treatment of the subject. They may, however, be useful to a newly appointed LaRec leader who wonders how to go about predetermining the language emphasis in a session.

There is no point in being over-ambitious in planning a LaRec session. In the few hours of each session, only a limited improvement in physical skill can be expected, and only a limited amount of language can be practised. If too much is planned, both the leaders and the participants may experience a sense of dissatisfaction, feeling that they are failing to achieve their goals. A positive sense of satisfaction and achievement is more likely when moderate goals are set and time is allowed for trying to do the activities well under relaxed, pleasant conditions that are truly recreational.

CONDUCTING A LaRec SESSION

No matter how thorough the planning and how careful the preparation, it is still the LaRec session itself - perhaps only two hours a week - that determines the success of the program. If the participants enjoy the activities, if they feel that they are gaining worthwhile skills and knowledge, they are likely to continue attending and continue developing their knowledge of the ancestral language.

This section of the handbook offers some suggestions for conducting the LaRec sessions effectively. They are discussed under the following headings:

(a) The Program Leader's Manner
(b) The Participants' Involvement
(c) "This Week-Next Week"
(d) The Leader's Use of Language
(e) The Participants' Use of Language
(f) The Problem of a Mixed Group

(a) The Program Leader's Manner

A warm, friendly welcome of the participants at the very first LaRec session will give the program a good start.

The program leader's manner reveals his inner attitudes. Youthful participants are usually quick to sense these and to respond to them, for the leader's manner is contagious. When a leader enthusiastically introduces an activity and begins to take part in it himself, the participants are usually willing to try it, too. When a leader obviously enjoys speaking the ancestral language, which he regards as a living language worthy of respect, the participants usually adopt a similar positive attitude.

The young participants will also sense that a leader is interested in them, as persons, when he pays attention to individuals, talks with them, praises their effort, shows them how to improve and encourages them to try. A leader shows his personal interest as he helps each participant to develop his talent and exert his skills.

In any recreation program, there will certainly be "failures" and "disasters." No one can do every new thing right the first time, nor can a person say everything right in a new language

the first time. The paint will spill over the floor, a child will get glue in her hair, or the leader will slip and fall while demonstrating a dance step. But the LaRec session will not be a failure if the leader is able to say, "Let's try again."

Above all, a program leader's manner in a LaRec session should foster an atmosphere of confidence and trust. In both recreation and language learning, a willingness to try is essential. Participants should know that they are not going to be criticized or ridiculed when they try but produce an imperfect result.

(b) The Participants' Involvement

The participants should know about the language-learning objective of a LaRec program. If they think that they are joining an ordinary recreation program to be conducted in English, they may react with hostility to the use of the ancestral language. Even a Pre-Schooler can be told by his mother in an informal way, "We're going to a play group where we speak (Greek)."

Earlier in this handbook, the statement was made that a "will to learn" is an essential factor in learning the ancestral language. It is quite possible that children will not have a conscious desire to learn the language when they first join a LaRec program. Their parents may be the ones who want them to learn. If the LaRec program is enjoyable, the children may find pleasure and pride in using the ancestral language and desire to learn more of it. But it is important not to create a poor attitude towards LaRec from the beginning by deceiving the children about the purpose of the program.

LaRec Principle #26

Participants in a LaRec program should be told about its language-learning purpose from the beginning. They should understand that more is involved than just recreation.

Participants who feel personally involved and needed in a program are likely to maintain a high level of interest in it. As suggested in the previous section, Teens who are fluent can take most of the responsibility themselves. Everyone can be asked to share in the arrangement and clean-up of the rooms.

The work of preparation for the Display for Parents at the end of a season also contributes to the feeling of group involvement. If, in addition, the participants are able to repeat their Display as a small service project, such as an entertainment for elderly residents of a nursing home who speak the ancestral language, they may also gain a new sense of involvement in their ethnic community.

(c) "This Week-Next Week"

A short "This Week-Next Week" period at the end of each session will give the participants a chance to express their opinions and offer their suggestions. The actual name given to the period will, of course, vary according to the local situation. In a summer camp, for instance, it might be called "Today and Tomorrow." It is included in the "General Assembly" of the example sessions for a Teens' program.

"This Week-Next Week" plays a dual role:

"This Week"

The participants talk about what they did during the session and comment on what they liked or did not like. They have a chance to ask questions about language they did not understand or usage about which they were uncertain. In this part of the conversation, naturally, the participants hear and use the same language again, though perhaps in slightly different forms because they are referring to the past.

"Next Week"

The leader discusses with the participants the plans for the next session. They talk about the materials to be brought from home or any special arrangements that have to be made during the intervening week. At this stage they have the chance to use language referring to the future.

Except in a LaRec group of FLUENTS who are almost entirely responsible for the planning of their own program, a period of "This Week-Next Week" will be short. Perhaps it will last only five or ten minutes, and even less if the participants are Juniors. It is not a suitable activity for Pre-Schoolers.

"This Week-Next Week" can be conducted either in the ancestral language or in English, according to the ability of

the participants. At the beginning of a program with STARTERS and LATENTS, it is probably necessary to use English for the discussion. In fact, the knowledge that there will be a special period when they can ask questions and say what they want may help the STARTERS to be willing to accept the ancestral language throughout most of the session.

If "This Week-Next Week" is conducted in English at first, the leader's guide questions should be simply worded and expressed in a standard form each week. Later, when the program leader starts to use the ancestral language in the discussion, the participants will know what to expect.

Some examples of suitable guide-questions are listed below to illustrate the type of discussion. It is not, of course, intended that all the questions should be asked every time.

"This Week"

Let's think about this week. What did we do this week?

What did we do (first/next/after that)?

Did you like (playing shuffleboard/making string pictures/ ...)?

What did you like best? What did you like about it?

Was there anything you did not like? Why?

Was there anything you did not understand?

What could we do better?

Do you want to try something again?

"Next Week"

Now, let's think about next week.

Next week we're going to (make puppets).

Bring (some scraps of cloth).

Do you want to (hear the story) again?

What else?

Who will bring (the cookies)?

Who will (get the room ready/move the tables/wash the dishes/ ...) next week?

It should gradually be possible to introduce the ancestral language more and more into the "This Week-Next Week" discussions. They can indeed make a valuable contribution to language learning. The leader can probably speak to a group of LATENTS in the ancestral language from the beginning and encourage them to say as much as possible in the same language, filling the gaps in their knowledge with English as necessary. FLUENTS normally use the ancestral language throughout the whole session, anyway.

A "This Week-Next Week" discussion may be an appropriate occasion for the LaRec leader to talk informally with the participants about the value of knowing the ancestral language. Constant "preaching" about the "duty" to keep the culture and language alive probably has little positive effect, and should therefore be avoided. On the other hand, some of the practical benefits to individuals may never have occurred to the participants before.

Some of the remarks made by the participants during this period will be a valuable, informal evaluation of the most practical kind.

(d) The Leader's Use of Language

The program leader's speech is crucial to the effectiveness of a LaRec session. It should be clear and distinct, simple and controlled, and spoken situationally so that the meaning of the language is evident.

LaRec STARTERS and LATENTS can learn to understand and speak the ancestral language if they are given a chance to focus their attention on a limited number of simply spoken words and patterns. Unnecessary speech should be omitted. If there is too much talk in too great variety, it will be impossible for the participants to comprehend accurately or remember the phrases very long. Learning will not take place.

There is plenty of opportunity to hear the ancestral language in a LaRec session, but mere exposure to a language is insufficient for learning it. For learning to take place,

the exposure to the language must be meaningful. A LaRec leader working with STARTERS demonstrates the meaning of the language he uses, in order to enable the participants to understand and begin to learn the words and sentences by associating the spoken language with real things, actions, and total situations.

The situation determines what structural pattern the program leader will say; he has only to add action to his speech to give a good demonstration.

The notion of demonstrated speech extends far beyond the mere showing of objects and actions. A recreation program provides the ideal conditions for demonstrating "the total speech act," including natural intonation, rhythm, and stress, PLUS typical body movements, facial expressions, and exclamations that characterize the speaking of the ancestral language.

LaRec leaders should encourage the participants to imitate this natural way of speaking the ancestral language.

LaRec Principle #27

A LaRec leader's speech to learners of the ancestral language should be simple and controlled.

There may occasionally be times when a program leader feels obliged to speak to the participants in English rather than in the ancestral language. For example, in the very first session a short talk in English about the purpose and methods of the program may dispel the participants' anxieties and inspire them to take advantage of their learning opportunity with a wholehearted effort. As mentioned above, the leader may use English with STARTERS during the "This Week-Next Week" discussion.

Otherwise, the use of English by the program leader during a session should be rare. The effectiveness of LaRec methods will be decreased in proportion to the amount of English used for "explanations" of the activities.

Once in a while, a phrase that is important to an activity may be very difficult to demonstrate. In that case, it is better to give a quick translation in English, along with the phrase in the ancestral language, than to suffer from a lack of understanding or a breakdown of the whole recreational activity. Too many needs for these "quick translations," however, should make the leader suspicious that his demonstration techniques are inadequate or that he is proceeding too quickly without giving the participants a chance to assimilate the language.

LaRec Principle #28

The use of translation between English and the ancestral language is not ordinarily necessary in a recreation program, in which the activity shows the meaning. Frequent translations are, in fact, undesirable because they tend to slow down the "total physical response," which assists the participant to learn the language.

Most people who know a language tend to believe that a learner can understand what they say just because the meaning is very obvious to them, but that is not true. Learners have no way of understanding new language unless the speaker shows the meaning.

To avoid being deceived, a LaRec leader should imagine himself in the learner's place when planning and conducting every activity. He should ask himself these two useful questions:

** If someone were to speak to me in the same way, using a language I do not know, could I understand?

** If I had to try to speak in a language I was just learning, could I succeed in speaking the same kind of sentences that I ask my LaRec participants to speak?

(e) The Participants' Use of Language

It is unreasonable to expect a LaRec STARTER to begin speaking in the ancestral language immediately. Some may be bold enough to try to imitate some words and phrases right away, but many others need to hear the language spoken over a period of time before they feel willing to try.

In any case, participants in a LaRec program may want to say a great deal more to one another than they would be able to learn in a session. This means that STARTERS and LATENTS will almost certainly speak among themselves in English. The use of English by the participants, in speaking to one another and to the leader, is unavoidable. It is not to be confused

with the undesirable use of translation by the program leader, as a method of language instruction.

Thus, at the beginning of a LaRec program for STARTERS and LATENTS, both the ancestral language and English will almost certainly be heard. This fact should not disturb anyone. The program leader will continue to use the ancestral language because that is the purpose of the LaRec program; the participants will begin to use the ancestral language as they are able to, but in the meantime, they must still communicate.

In fact, it can safely be predicted that the participants will actually be more willing and able to use as much of the ancestral language as they have learned when they are not put under pressure. With STARTERS and LATENTS, a rule stating that "nothing but the ancestral language may be spoken" will probably be counterproductive. A participant will begin to express himself spontaneously in the ancestral language after he has heard some words and phrases spoken so often that they sound familiar and natural to him.

On the other hand, a group composed of FLUENTS would probably agree among themselves that they will always speak the ancestral language during a LaRec session. After all, they are able to do so, and the desire to associate with others who speak the same language is their reason for joining a LaRec club.

LaRec Principle #29

Listening precedes speaking. There must be repeated opportunities for a language learner to hear language items before he can be expected to speak them.

A relaxed atmosphere of positive encouragement to speak the ancestral language will produce better results than an atmosphere of tension and compulsion. A LaRec program is supposed to be enjoyable recreation, not an intolerable strain.

LaRec STARTERS and LATENTS will probably be reluctant to try to use the ancestral language if their attempts are always criticized and corrected. Program leaders should know from the beginning that language learners are going to make mistakes. They will forget items or structural forms that they have partially learned; they will attempt to say sentences that are beyond their powers at the moment; they will stumble over the new and strange sounds; they will mix the ancestral language

with English. All of this "broken" language should be accepted and even encouraged, as a praiseworthy attempt to communicate.

One of the greatest motivations in the process of language learning is a successful experience in communication. When a person discovers that his use of the language has produced the result he desired, whether his speech was correct or not, he is encouraged to keep on trying. As he continues to try, he can improve. Conversely, if he loses the confidence he needs to try to make himself understood, no amount of instruction and correction will benefit him very much.

A program leader, then, should accept every effort by the participants to use the ancestral language, and do his best to understand what they are trying to express, so that an act of real communication is completed.

Instead of making a formal correction of the mistakes in the participant's speech, the leader can respond naturally to the message, perhaps saying the garbled words in a correct way as he responds. He will, of course, look for opportunities to use the words and structural forms with which the participant had difficulty, as often as possible.

If a participant asks directly why a certain structural form has to be used, the program leader can give a short explanation about the correct way to express something. Also, when the participants have become sufficiently experienced and confident, they may actually desire to be told when they speak incorrectly. Otherwise, however, the LaRec method is for the leader to continue his demonstration of correct speech rather than to call attention perpetually to the participants' mistakes.

LaRec Principle #30

Formal correction of language errors has only a very small part in a LaRec program, where the aim is to encourage confidence and willingness to try.

The LaRec approach is the positive reinforcement of correct speech by means of repeated demonstration and use of the correct forms.

Although a program leader will not put pressure on the beginners to start speaking in the ancestral language immediately, there are simple techniques he can use to encourage them to try. These techniques for eliciting speech can be a natural

feature of the recreational activities. Here are a few suggestions:

(1) Quick guessing games.

Suppose that a game or other activity learned in a previous session is going to be repeated. Instead of beginning with "Let's play (shuffleboard) again," put some of the materials inside a box. Shake the box a little and say, "What is in the box? Guess."

You may have to "set the pattern" for them by asking a model question yourself, such as "Is it a ball?" After that, however, the participants can ask their own questions by merely substituting different words in the same question pattern.

Large objects may be hidden somewhere on the premises. Then the guessing question becomes "Where?" instead of "What?"

Where are the shuffleboard cues? Guess.
Are they behind the cupboard?

(2) "Fluency Chain"

One way of reviewing vocabulary and also helping beginners to say a whole sentence is to adapt the familiar device of a "memory chain."

At the end of an activity or a session, the leader and the participants sit in a circle, so that it is easy for everyone to see and hear everyone else. Each person holds one of the objects that was used in the activity. The leader says a sentence that ends with the word for his object. The next participant says the same sentence and adds the word for his own object, and so forth, as follows:

Leader: I came to the LaRec Club and I saw an egg.

Participant #1: I came to the LaRec Club and I saw an egg and a needle.

Participant #2: I came to the LaRec Club and I saw an egg and a needle and a candle.

etc.

The fact that the objects are visible shifts the emphasis of this party game from pure memory to fluency. If a person can not remember what to say, the group can tell him. This is a game, not an examination.

With a little ingenuity, the "fluency chain" techniques can be adapted to other kinds of language items, such as words for actions:

Leader: We came to the LaRec Club and touched our toes.

Participant #1: We came to the LaRec Club and touched our toes and bent our knees.

Participant #2: We came to the LaRec Club and touched our toes and bent our knees and stood on one foot.

etc.

(3) Scorekeeper.

If the participants know the numbers in the ancestral language, they can take turns acting as the scorekeeper for any game they learn to play.

At first, they may have to be urged not to use English, but since the whole group will hear them and help them, it will soon become a point of honour to use the ancestral language.

(4) Puppets.

The special value of puppets for language learning is that children forget their self-consciousness as they speak through their puppets. Furthermore, they are willing to practise the same speeches over and over again in order to perfect a playlet acted by their puppets.

A puppet playlet can be composed by the participants after listening to an illustrated story, or the participants may dramatize some situation in which they have been personally involved.

(f) The Problem of a Mixed Group

A problem that may at first seem very difficult is the management of a mixed group of STARTERS, LATENTS, and FLUENTS. In actual practice, it will probably be rare to find absolute beginners and fluent speakers in the same group, though it is possible. It is more likely that STARTERS and LATENTS will both join the same program, or that a few LATENTS will want to belong to a LaRec Social Club that some FLUENTS have organized.

This problem is actually much easier to solve in a LaRec program than it would be in formal classroom instruction. In a school, where a series of graded lessons from a textbook is followed, the students who are not ready for a particular lesson are discouraged by their failures and those who know the work already are bored.

In a LaRec program, however, the recreational activities themselves are interesting. No one has to be bored, no matter how fluent he is. Furthermore, the things and actions of the activities show their own meaning so that even a beginner can take part and understand what is going on.

In fact, a mixed group can be an asset rather than a liability. The LATENTS, who probably understand the program leader's speech in the ancestral language easily, are often able to start doing a new activity without hesitation, and the STARTERS follow their lead. The LATENTS are often able to begin using words and phrases in the ancestral language almost immediately and the STARTERS imitate them. Thus, the participants are all able to get some language practice, even when the leader is talking with others.

If there are two or three FLUENTS, they may even be asked to play a special role. Their function would be simply to keep on speaking the ancestral language in an informal way while taking part in the activity for their own enjoyment. Thus, the other participants would have additional opportunities to hear the language, and to hear it used by one of their peers. In all probability, the STARTERS and LATENTS would soon begin to try to express themselves in the ancestral language, as a response to friends of their own age.

LaRec Principle #31

If necessary, it is possible for individuals who differ widely in their knowledge of the ancestral language to belong to the same LaRec program.

A language learner is able to participate because the things and actions of the activity help him to understand the meaning of the speech. A person who has some knowledge of the language is willing to participate because the recreational activity is enjoyable. The participants actually learn from one another.

EXAMPLES

In order to illustrate the practical application of LaRec principles and methods, descriptions of LaRec sessions in different kinds of programs are included here.

Example #1 describes a Pre-School Play Group for STARTERS.

Example #2 describes a Teens LaRec Club for STARTERS and LATENTS who have made some progress in learning the language.

Example #3 describes a LaRec Summer Camp for Pre-Teens who are STARTERS and LATENTS. There is also a short description of a LaRec Day Camp for Juniors.

Example #4 describes a LaRec Social Club for FLUENTS.

Example # 1: A Pre-School Play Group

GENERAL DESCRIPTION

Room Arrangement

It is ideal to have the use of two rooms so that the children can move from one to the other for certain kinds of activities. Alternatively, one large room can be divided into two areas:

** a "Play Area," for free play, crafts, and Cookie Time;

** a "Games Area," for games, music, and stories.

In the Play Area, blocks and building toys should be kept in one section, picture books in another, and a few toys, such as cars, dolls, and dishes, in a different corner. This area should be decorated as attractively as possible to arouse the children's interest and help them relax. The "Games Area" should be large enough for the children to run around in.

Furnishings

Since the children sit or kneel on the floor, they do not need chairs, which would only add to the confusion.

A few chairs are needed for the leaders to sit on during storytelling, etc.

A table or counter is needed for organizing the activity materials.

Low tables are useful for the children's activities, but they are not essential. A design for simple, suitable tables may be found in Appendix B, on page 247. Child-size picnic tables with attached benches are also good.

A sand table is useful but not essential.

Equipment and Supplies

Most play group programs will require a record player. Records may often be borrowed from a local library or from a member of the ethnic association. Children's songs, marching songs, and songs for special holidays, as well as record stories or rhymes with accompanying books, are all suitable.

It may be a problem to find a large number of illustrated story books written in some of the ancestral languages. If so, it may be necessary for the storyteller to speak in the ancestral language about the pictures in books that actually have an English text.

In addition to the toys that are kept in the Play Area, a few items are needed for all the children, according to the activities that are planned.

Examples:

** balls (about 6 inches - or 15 cm. - in diameter);

** beanbags (about 5 inches - or 13 cm. - square);

** rhythm instruments, such as rhythm sticks, wood blocks covered with sandpaper, drums.

It is also wise to have the following arts and crafts supplies on hand:

** large, pressed, non-toxic crayons;

** large pencils;

** pencil sharpener;

** a pair of small, blunt-pointed, forged steel scissors for each child (including left-handed scissors for any "lefties");

** a pair of shears for the leaders;

** white liquid glue, which can be mixed with water (not mucilage);

** a lot of large pieces of paper.

Dry powder paints, large paintbrushes with flat bristles, and plasticine are optional supplies. Particular activities may

require special supplies, such as construction paper, paper plates, pipe cleaners, and so on.

Simple name tags should be prepared for each child to wear until the leaders are familiar with everyone's name.

Large boxes are needed to serve as containers for toys, books, and supplies. These can be attractively decorated with pictures to indicate the type of article they contain.

Activity

Free play: As the children arrive, the leaders try to interest them in playing with the toys or looking at the books. This period gives the children a chance to settle down and feel "at home" after their mothers leave.

Clean-up: After every activity the children should participate in putting supplies away and cleaning up the area.

Moving from one area to another: This deliberate movement helps the children to realize that a new activity is to take place.

Games include active games, quiet games, dramatic activities.

Storytelling includes stories told or read from books, record stories, participation stories. It is good to intersperse quiet stories with a finger play, action verse, or song so that the children do not have to sit still too long.

Music includes singing, playing instruments in a rhythm band, listening and moving to music.

Cookie Time: Every child should be seated before he is given his cookie and drink.

Activities should be repeated in succeeding sessions. In that way, the children become sure of the activity and learn the language.

Adult Supervision

The only adults in the activity areas should be the program

leader and helpers. Sometimes the other mothers stay on the premises and have their own activities in a different room. Especially at first, an apprehensive child may feel more secure if he knows his mother is not far away.

Language

The program leader and the helpers should have a relaxed attitude about the children's learning of the ancestral language. They should not put pressure on the children to speak the language. It is enough if the little ones begin to understand; they will begin to say some of the words when they are ready. The songs and verses, for instance, will be learned gradually, over a period of days or weeks, not immediately.

The speech of the leader and helpers should be limited to short, simple sentences about things and actions that the children can see.

The First Session

At first, the children may find the new environment, the other children, and the structured activity strange. For that reason, it is wise to shorten the first session and to include fewer activities than normal.

SAMPLE PLANS FOR THE PRE-SCHOOL PLAY GROUP

The following sample plans utilize the basic routine that was suggested on page 141. The first session, however, has been shortened and simplified, as suggested above.

> These sample plans indicate the actual names of English songs. LaRec program leaders will, of course, substitute songs and rhymes of a similar type in the ancestral language.

FIRST SESSION (Note the modified schedule)	BASIC ROUTINE	SECOND SESSION (Note the repetition of activity)
(1:30-1:55) Free Play Blocks & toys Sand Table Picture Books	1:30-1:45 Free play	Free Play Blocks & toys Sand Table Picture Books
(1:55-2:15) Games "Ring around the Rosy" Make Believe Exercise: "Head, Shoulders, Knees & Toes"	1:45-2:00 Games	Games "Ring around the Rosy" "Head, Shoulders, Knees & Toes" Make Believe
	2:00-2:15 Stories	Stories Picture Book Story "Two Little Hands" Record Story
(2:15-2:30) Stories & Music Picture book Story Action song: "Two Little Hands" Picture Book Story	2:15-2:30 Games	Games: Ball Play Rolling a ball in pairs "Follow the leader" Bouncing & catching the ball
(2:30-2:45) Cookie Time	2:30-2:45 Music	Music Marching record Nursery rhyme record
(2:45-3:00) Arts & Crafts Paper chains	2:45-3:00 Cookie Time	Cookie Time
(3:00-3:30) Go home as soon as parents take them. Free play or clean-up while waiting	3:00-3:20 Arts/ Crafts	Arts & Crafts Paper plate dinosaurs
	3:20-3:30 Clean up	Clean up and free play

PREPARATION FOR THE SESSIONS IN THE SAMPLE PLANS

In addition to preparing the areas where the program is to be held and deciding on the specific activities, the leader and the helpers need to make the following special preparations:

1. Predetermine the language emphasis.

The most sensible objective for the first sessions with Pre-Schoolers would seem to be that they should comprehend the direct instructions and become familiar with the names of common things.

In the sample sessions, therefore, the predetermined emphasis is:

(a) Command form of action verbs, as in

Listen. Look. (Let's) lie down.
Form a circle. Catch the ball.

(b) The names for things and parts of the body.

2. Prepare the special supplies.

(a) Make a name tag for each child.

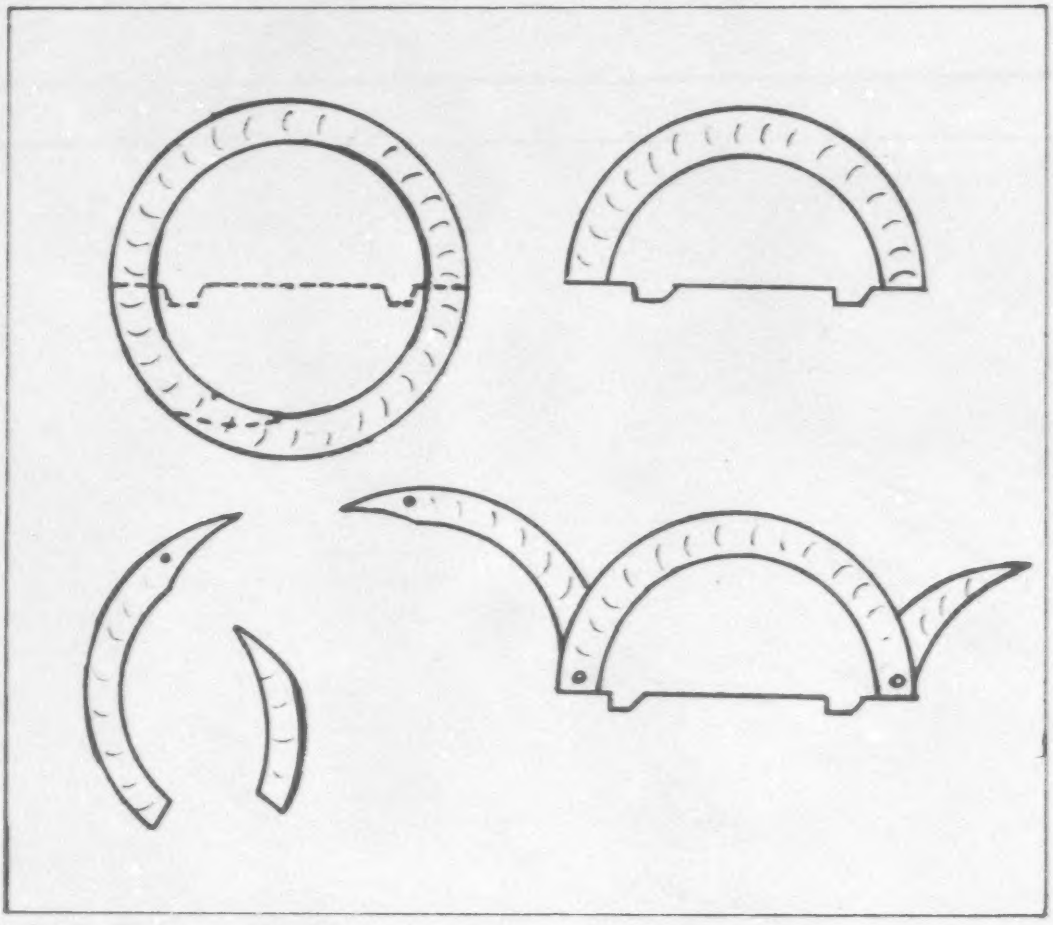
(b) Find picture books for storytelling and practise telling the story.

(c) Get the refreshments ready.

(d) Prepare the craft materials.

For the first session, it is necessary to cut paper strips and place six in an envelope for each child. Dishes of glue and damp clean-up cloths should be prepared.

For the second session, it is necessary to cut paper plates into the pieces of the dinosaur's body, as shown in the diagram:



It is always worthwhile to organize all the materials each child will need so that he can begin work immediately without confusion. In this case, the "neck," the "tail," and two pronged fasteners can be put inside an envelope, which can be placed on the "body." An extra set is necessary for the demonstration, and a sample "dinosaur" should also be prepared to show the children at the beginning.

Heavy pressed paper plates are easier to cut if they are dampened first.

Crayons should also be on hand when the children are ready to colour their dinosaurs.

(e) Ensure that the supplies are ready for the games (e.g., a ball for each child in the second session).

(f) Choose any records that are needed for the music activities.

Careful planning and preparation will produce good results. The leader and the helpers will need to spend time after each session, discussing it and making specific decisions about the next session on the basis of that evaluation. They will also need to arrive early enough before a new session to prepare all the materials for it.

ILLUSTRATION OF LANGUAGE USE AND PROCEDURES

In the following illustration, the actual speech of the leader is indicated in the left-hand column by a bracket. By necessity, English is used in this handbook, and program leaders are reminded to ask themselves:

What comparable sentences will we need to say in our ancestral language?

The following characteristics of language use should be noticed in the illustration and kept in mind:

1. The sentences are direct and simple. Unnecessary wordiness is avoided.

2. The speech is always associated with actions and things.

3. The children are not put under pressure to use the ancestral language themselves immediately.

4. The same "standard language formulas" are used again and again.

5. The predetermined emphasis is on:

   (a) the command form of action verbs, and

   (b) the names for things and parts of the body.

Example (in English) of the Language	Procedures for Leader & Helpers
FIRST SESSION	
1. Free play	
Hello! We'll put your (coat) here. So, you are (Karl).	Greet each child and take care of outdoor clothing. Put the child's name tag on.
Goodbye, (Mrs. Schmidt). Come with me, (Karl).	Say goodbye to the parent and take the child to the Play Area.
Look. Here are (some blocks). Let's play with (the blocks).	Get the child interested in one of the activities.
Stop now. Let's put (the blocks) away. Put (the blocks) (in the box).	Help the children to put things in their places.
2. Games	
It's time for games. Come with me.	Emphasize the name of the activity. Lead the children to the Games Area.
(a) "Ring around the Rosy"	
Form a circle. Join hands.	Leader and helpers help the children to join hands. They all stand in the circle.
Listen. Ring around the rosy, A pocket full of posies, Husha, husha, We all fall down.	Say the whole song, speaking rhythmically.
(Remember that this song is included here only as an example of the suitable type. Find a comparable singing game in the ancestral language.)	
Listen again ...	Sing the words.
Look. Walk around.	Demonstrate the game slowly, saying the words as you walk around.

Now, you try. Ready? Good! Let's do it again ... Good! Stop now.	Try the game two or three times, singing and encouraging the children to join in the actions and to sing at least the "Husha! Husha!" line.
(b) Make Believe	
Let's make believe. Let's lie down. Let's go to sleep. _____! You are a cat ... a cat. (Miaou ... miaou ...) Good! Stop now. Let's lie down. Let's go to sleep. _____! You're a frog ... a frog. Good! Stop now. Let's lie down ...	Get the children's attention. Lie down with them. Put your head on your hands and close your eyes. Leader stands up quietly while they are "asleep." Leader claps her hands. Echo the important word. Helpers lead the children in pretending to be cats. Repeat the procedure, with the helpers leading the children in jumping like frogs. Repeat the "make believe" about "cat" and "frog."
(c) "Head, Shoulders, Knees and Toes"	
Listen. Head, shoulders, knees and toes, knees and toes, Head, shoulders, knees and toes, knees and toes, And eyes and ears and mouth and nose, Head, shoulders, knees and toes, knees and toes.	Sing the song rather slowly, while touching the appropriate parts of the body.

Listen again.	Say the words while doing the actions.
Say it with me.	Repeat, encouraging the children to say some words.
Good! Now, you try.	Repeat, encouraging the children to do the actions and say the words.
Good! Listen.	Sing the song again, doing the actions.
Now, you try.	Encourage everyone to sing the song and do the actions.
Good! Sit down.	

3. Stories and Music

(a) Picture Book Story. Choose a very short story with pictures that show the meaning of the story clearly. A story involving interesting sounds that are repeated several times is good. The storyteller should speak concisely but dramatically, varying the tone of voice.

(b) Action song: "Two Little Hands"

Listen. Two little hands go clap, clap, clap; Two little feet go tap, tap, tap; Two little eyes are open wide; And one little head wags from side to side.	Sing the song and do the actions.
Do this: ... clap ... tap ... point to your eyes ... wag your head.	Do each set of actions, encouraging the children to imitate you.
Good!	
Do it with me. Listen. Good! Let's do it again. Good!	Sing the song and encourage the children to do the actions with you. Repeat.

(c) Picture Book Story. It is possible, though not necessary, to repeat the same story that was told before the song.

4. Cookie Time	
It's cookie time! Come with me. Sit down.	Take the children back to the Play Area for a cookie and a drink.
Here's your cookie. Here's your (drink).	Say the words for the refreshments as you give them to each child.
Finished? Throw your cup here. (or) Give me your glass. Good!	Show the children how to help clean the table up.
5. Arts and Crafts: Paper Chains	
Sit down. Look! This is a paper strip ... a strip.	Take 1 paper strip out of the envelope.
This is glue ... glue. Put some glue here.	Show the glue. Put a little glue on one end of the strip.
Make a circle.	Place the other end of the strip on the glued end.
Hold it.	Press, to set the glue.
Take another strip. Put some glue here.	Take a second strip out and put glue on one end.
Put this strip through the circle. Make a circle. Hold it. Look! One, two. It's a paper chain ... a paper chain.	Put the second strip through the first circle and make a second circle.
Now, you try. Make a paper chain.	Pass out an envelope containing 6 strips to each child. Give 1 plate of glue to each area, for about 6-8 children.
Good! That's nice!	Praise the child's efforts.

6. Let's clean up now. It's time to go home. Give me your name tag, please. Here's your (coat). Hello, (Mrs. Schmidt). Goodbye, (Karl).	On this first day, when the children go home earlier than they usually will, they may not take much part in the clean-up.
SECOND SESSION	
1. Free Play	Same as the FIRST SESSION.
2. Games	
(a) "Ring around the Rosy"	Same as the FIRST SESSION. Aim at greater participation in singing and action.
(b) "Head, Shoulders, Knees and Toes"	
(c) Make Believe: cat, frog, car.	Same as the FIRST SESSION, with one added "make believe."
3. Stories	
(a) Picture Book Story.	Similar to storytelling procedures in the FIRST SESSION.
(b) Action song: "Two Little Hands."	Same as the FIRST SESSION. Aim at greater participation; for example, the children may join in saying repeated words, such as "clap, clap, clap."
(c) Record Story	
Listen to the record. Look!	Try to show the appropriate part of a picture as the recorded voice refers to it.
4. Games: Ball Play	
(a) Rolling a ball in pairs.	
Sit down. Sit down with (Peter). Sit like this.	Seat the children in pairs, facing each other, with their legs apart.

Look. This is a ball ... a ball. Roll the ball. Roll it ... roll it. Catch the ball. Catch it.	Leader and a helper demonstrate rolling the ball back and forth between partners.
Take this ball. Roll the ball to (Peter). Catch the ball, (Peter).	The children practise rolling the ball back and forth.
Stop now. Stand up. Hold the ball up.	Leader shows the children how to hold the ball up high (so that they will not play with it).
Take this ball. Hold the ball up.	Helpers give out more balls so that each child has one.
(b) "Follow the Leader"	
Look at me. "Follow the leader." Hold the ball over your head. Touch the ball to the floor. Touch the ball to your knee. Touch the ball to your shoulder. Touch the ball to your head. Hold the ball over your head.	The leader holds a ball with both hands. Helpers show the children how to do just what the leader does. Repeat, as desired.
(c) Bouncing and catching	
Look at me. Bounce the ball and catch it. Bounce the ball and catch it. Now, you try. Good! Stop now. Put the balls away. Put them here.	Demonstrate bouncing and catching the ball. Show the children where to put the balls.
5. Music	
(a) Marching Record	
Listen to the record. "Follow the leader." March!	Use a record of marching music.

Stand still. Clap your hands. Good! Stop now.	Encourage the children to keep time by doing what the leader does: marching or clapping hands.

(b) Nursery Rhyme. (If you can find a record of a nursery rhyme, such as the English "Jack and Jill," in the ancestral language, use it; otherwise, sing the rhyme yourself.)

Sit down. Listen. Let's listen again ...	In this session, let the children hear the rhyme several times, perhaps keeping time by clapping their hands softly.

6. Cookie Time.	Same as the FIRST SESSION.

7. Arts and Crafts: Paper Plate Dinosaurs	
Sit down. Look! This is a dinosaur ... a dinosaur. This is his body ... body. This is his neck ... neck. This is his tail ... tail.	Show the sample of a finished dinosaur. Point to the parts. Pull the neck and tail to make the dinosaur move.
Now look. This is a body, and this is a neck.	Hold up the cut-out parts.
Put the neck under the body, like this.	Place the base of the neck under one end of the body.
Take a fastener ... fastener. Push the fastener through the body and the neck, like this. Turn it over. Open the fastener. Push it down.	Demonstrate pushing the fastener through and pressing it open.
This is a tail ...	Repeat similar instructions, fastening the base of the tail to the other end of the body.
There! It's a dinosaur!	

This is a crayon ... crayon. Make the dinosaur's eye. Now, you try. Make a dinosaur. Colour your dinosaur. Good! That's nice. Stop now.	Put a coloured dot on the head. Give each child the body and an envelope containing the neck, tail and two fasteners. Leader and helpers work with the children. They can colour the dinosaurs here or at home.
8. <u>Clean-up</u> Let's clean up now. Put the (crayons) (in the box). Wash your hands. It's time to go home. Take your dinosaur. Give me your name tag, please. Here's your (coat). Hello, (Mrs. Schmidt). Goodbye, (Karl).	Similar to FIRST SESSION, except that the children can take a more active part. Help the children put things away. Extra time can be for free play.

Example #2: A Teens LaRec Club

GENERAL DESCRIPTION

Participants

The members of this LaRec Club are Teens who may be considered STARTERS PLUS and LATENTS PLUS, because they have made some progress in learning the ancestral language.

Type of Program

This example illustrates a variety program in which a wide range of activities is offered, such as arts and crafts, music, sports, hobbies, drama, dance, cooking, and so on.

During two of the periods in each session everyone participates together, but during the other two periods the participants separate into smaller groups and have a choice of activity. In this way, individual preferences are satisfied and new areas of interest can be explored.

Times

This club meets for 2 3/4 hours one evening a week during the school term.

Room Arrangement

The ideal place is a building in which the club can make use of two meeting rooms, a gymnasium, and a kitchen. If those facilities are available, all the equipment and supplies can be arranged ahead of time, and the choice of activity is virtually unrestricted.

A single, large room can be used, but the furniture should be grouped in two areas so that two different activities can go on simultaneously. The activities must then be chosen carefully in order to avoid conflict. For example, it would be possible to have a craft class and a hobby class at the same time, but not dancing and crafts. The sports program would be limited to activities such as yoga exercises, gymnastics, "keep-fit" exercises, hikes, and group games.

Furnishings and Equipment

It is not necessary to have a lot of elaborate equipment. A successful program can be developed with a few basic supplies.

Furniture. Since Teens will happily sit on the floor, most of the activities do not require furniture. Tables are an asset for craft work, but they are not essential. If tables and chairs are used, they should not be arranged in a formal setting.

Sports equipment. Gym mats for gymnastics and playground balls for group games are very useful for sports activities. If there is a gym, the necessary equipment will depend on the activities that are selected, such as:

** the proper type of ball for team games like basketball and volleyball;

** the proper type of posts and nets for games like volleyball and badminton;

** sticks and a quoit for floor hockey; cues and discs for shuffleboard; rackets and birdies for badminton, etc;

** indoor discus, shot for the indoor shot put, high jump stand, foam rubber "pit", tape measure, stop watch, batons, etc. for track and field activities;

** optional equipment for gymnastics, such as trampoline, box horse, balance beam, and uneven bars.

Arts and crafts supplies. Some basic supplies that should be kept on hand are: pencils, rulers, paints, paintbrushes, pencil sharpener, blank newsprint, construction paper, glue, and scissors.

Particular crafts will, of course, require special materials, most of which will probably be brought by the participants.

Other Requirements. Most of the materials needed for the "General Interest" activities will be supplied by the participants. For example, if there are facilities for cooking, club members can bring the ingredients for the dishes they prepare.

Records and a record player are needed for the folk dancing (unless tapes and a tape deck are preferred). A piano is good for the group singing, but a guitar also provides satisfactory accompaniment. Some kind of horn is an effective device for getting everyone's attention.

Adult Supervision and Participant Involvement

Because of the language-learning objective of a LaRec program, it will probably be necessary for the adult program leader to take more responsibility for planning and conducting the sessions than he would wish to do in a different recreation program for teen-agers. Insofar as possible, however, the leadership should come from within the group. The aim is that the young people and adult leader will co-operate in working out a LaRec program that will satisfy the members' interests and also be an effective vehicle for language learning.

Ideally, young participants who possess certain recreational skills sometimes serve as instructors. For instance, one of the Teens who is an expert tie-dyer may agree to show the techniques to a group of his peers who want to learn. In a LaRec program, however, an instructor also has to have a second qualification: knowledge of the ancestral language. Although the number of participants who can be recruited as instructors is therefore probably small, the possibility should be investigated.

The adult leader of a variety program is actually more of an organizer than an instructor. He has to make sure that the necessary equipment is available for all the activities. He cannot give all the instruction himself, but he is responsible for finding resource people to take care of every activity. These resource people must, of course, be fluent speakers of the ancestral

language. If such persons cannot be found, the desired activity program must be curtailed.

The registration fee should be low so that the group has to raise money to pay for its supplies. The money-raising projects, planned and conducted by the young people, can make an important contribution to the participants' sense of involvement as well as to their language development.

The participants should be involved throughout each session in the tasks of getting the supplies ready, putting them away, preparing refreshments, and cleaning up.

Language

Although the program leader and the resource people will persist in speaking the ancestral language during a session, the young people may not use it very much at first. They should be encouraged to express themselves as best they can, saying the words and phrases they have learned, mixed with English and even gestures when necessary. That is the way they will "cross the communication threshold" and begin to speak freely in the ancestral language. If the STARTERS believe that all speech in English is forbidden, they may feel very inhibited for a long time.

It is wise to predetermine the same structural emphasis for all the activities in one elective period, for two main reasons. First, if different patterns were emphasized in each group, the program leaders would have a difficult job remembering which group had practised which structural patterns. Also, the participants in this type of variety program should be free to move to different groups each week; that freedom of choice will be more easily maintained when everybody has practised using similar structural patterns, even though the vocabulary is different in the different activities.

Since one program leader does not give instruction for every elective activity, he and the other instructors must agree on the predetermined emphasis. In some local LaRec programs, it may be possible for a team of leaders to work out together what language emphases will be most practicable in each session.

Often, however, the responsibility of identifying the most suitable predetermined emphasis will fall on one leader, who will advise the resource people. The leader might say, for example:

"In the first elective period next week, let's try to emphasize 'instrument' patterns, such as (Draw a practice design) with (a crayon). (Scrape the wax off) with (a needle). (Lift the egg out) with (the tongs)."

"Please think of all the sentences you can say in that pattern in your guitar class, egg decorating lesson, and floor hockey game."

The section on "Preparation" that follows this general description illustrates this notion of using the same predetermined structural emphasis in a single elective period.

Activity

Warm-up: The session begins with a physical activity, such as "keep-fit" exercises, a group game, yoga exercises, etc. Everyone takes part in this short activity.

After about ten minutes, announcements are made about the choice of activities during the two elective periods and the places where the different activities will take place.

One way to help STARTERS and LATENTS learn to understand these important announcements easily is to make a large permanent, pictorial timetable. Divide a large sheet of paper into blocks representing the timetable periods. Draw little clocks indicating the time at which each activity will begin. Print the word for the meeting room in which each elective activity will take place, but leave the rest of the block empty.

Before each session, attach a picture or simple sketch that represents the activity in the appropriate block. The picture of a guitar (which can be cut out of a catalogue, if desired) obviously represents the guitar class, for example. An example of a craft, such as a scrap of tie-dyed cloth, may be pinned on instead of a picture.

The program leader will refer to the pictorial timetable during the announcements, made in the ancestral language. In that way, even a STARTER will be able to understand what is going to happen. Furthermore he will begin to learn the words and phrases about places, activities, and times.

Elective Activity Periods: During these times the participants separate into smaller groups, according to their interest. No more than three possibilities should be offered in each elective period:

** General Interests, such as dramatics, dancing, hobbies, cooking, music lessons, etc.

** Arts and Crafts, such as beadwork, painting, quick crafts, macramé, painting, tie-dyeing, etc.

** Sports, such as gymnastics, trampoline, volleyball, floor hockey, track and field events, etc.

During the second elective period the specific activity is changed. For example, tie-dyeing may be the craft in the first elective period and beadwork during the second.

General Assembly: This is a period when everyone participates together. The activity changes from week to week. For instance, there may be singing of traditional folk songs or folk dancing or games.

There is also time for "This Week-Next Week," which can be somewhat like a club meeting, especially as the participants learn to express themselves in the ancestral language.

If the program plans call for refreshments, they can be eaten during this period.

Project for the Season: The participants should work throughout the season towards a definite goal. The major project could be, for example, a talent show composed of acts from the elective activity groups as well as the whole membership together. Thus, there could be a dance from the dancing group, a dramatic skit, a display of gymnastics, and a full choir. The articles made during craft classes could be displayed in booths. An important aim would be to display an ability to use the ancestral language as well as the recreational skills.

Individual teen-agers, who are interested, can be put in charge of lighting, stage design, publicity, announcing, and costume designing. The program leader can encourage individuality in that way.

SAMPLE PLANS

The sample plans on the next page utilize the same timetable that was suggested in "Basic Routines." The plans are for the tenth and eleventh sessions, as this imaginary LaRec Club has already been in progress for more than two months.

In comparing the two sessions, notice that certain types of activities, such as yoga exercises and guitar classes, need to be repeated or continued. On the other hand, the actual games that are played and the crafts that are learned change from week to week.

SAMPLE PLANS FOR THE TEENS LaRec CLUB

Basic Routine	Tenth Session	Eleventh Session
6:45 - 7:00 Warm-up for All Participants.	Yoga Exercises (10 min.). Announcements.	Yoga Exercises. Announcements.
7:00 - 7:45 Elective Activities (First Period) Assembly Room Craft Room Gym	 Guitar Class. Tie-Dyeing. Volleyball.	 Guitar Class. Egg Decorating. Floor Hockey.
7:45 - 7:55	BREAK	BREAK
7:55 - 8:45 Elective Activities (Second Period) Assembly Room Craft Room Gym	 Creative Dance. Painting. Gymnastics.	 Traditional Cooking. Painting. Trampoline.
8:45 - 9:30 General Assembly for All Participants	Singsong: Learning a Folk Song. "This Week - Next Week." Refreshments, if desired.	Singsong: Folk Songs. "This Week - Next Week." Refreshments, if desired.

PREPARATION FOR THE SESSIONS IN THE SAMPLE PLANS

Some of the activities in a Teens recreation program entail actual instruction. Even though the atmosphere is informal, the young people want to be taught how to do certain things. Therefore, it is very important for the resource person who will be giving the instruction to be sure that he can demonstrate the techniques clearly and efficiently. Preparation of his presentation also helps the instructor to be aware of the necessary language and to list the essential supplies.

For this reason, a description of each activity suggested in the sample plans for the session is included in this section on "Preparation."

By necessity, English is used in this handbook, and program leaders are reminded to ask themselves:

What comparable sentences will we need to say in our ancestral language?

Activities in the Tenth Session

(a) Warm-up Period: Yoga Exercises

Equipment needed: none.

The purpose of these exercises is to keep the body supple and train it to assume the positions that will be necessary if yoga breathing and meditation are to be practised later. Scheduled for the beginning of the session, they get everyone active. They also help the participants to start thinking in the ancestral language in an easy way, for the speech is clearly demonstrated by the leader's actions.

By the tenth session, all the exercises and all the language items are known by the participants. There are three basic exercises in this session. The necessary language is marked by brackets.

Predetermined emphasis: Review of commands and words for parts of the body.

(i) Standing up from a cross-legged position.

Sit on the floor.
Cross your legs.
Sit up straight.
Join your hands behind your head.
Try to stand up.
... Do it again ...

(ii) Touching the head to the knees in a sitting position.

Sit on the floor.
Put your hands on the floor.
Keep your legs straight ahead.
Grab your knees.
Try to touch your head to your knees.
Relax. Put your hands on the floor.
... Do it again ...

Spread your legs apart in a V.
Sit up straight.
Grab your left foot with both hands.
Try to touch your head to your knee.
Keep your legs straight.
Sit up straight.
Repeat with the right foot.
... Do it again ...

(iii) Lifting the head and the legs while lying on the stomach.

Lie on your stomach.
Lift your head up. Relax.
Lift your legs up. Relax.
Lift your head and legs at the same time.
Try to grab your ankles.
Pull. Relax.
... Do it again ...
Sit up.
Shake your whole body. Relax.

(b) Elective Activities (first period)

> The predetermined structural emphasis in this period will be on the pattern commonly used for coaching someone or giving advice: (Try) (holding it like this).

Guitar Class

Equipment needed: Sheet music. The participants bring their own guitars.

The instruction will depend on the participants' skill in playing the guitar. Preparation includes selecting the music to be practised and observing any new or difficult problems that may be encountered in it.

It is probable that words like the following will already be familiar to the participants because of their work in the previous nine sessions:

** fret, guitar, pick, screw, string;

** chord, music, note, number, position, sheet, song;

** arm, finger, hand, thumb;

** hold, play, practise, stop (i.e., press the string), try, tune, turn.

Example sentences showing the predetermined emphasis:

Keep	practising this song.
	strumming this chord.
	trying it like this.
	working on this line.
Try	holding the guitar higher.
	putting your hand in this position.

Practise | making these chords.
reaching for that note.
moving your finger like this.
stretching your hand like this.
tuning this string.

Tie-Dyeing

Equipment needed: Mercerized cotton cloth which has been washed and ironed; 2 pails; a kettle for heating water; powder or liquid dye; string, thread, yarn, or rubber bands; sticks to stir the dye; plastic bags to hold the wet, dyed cloth on the way home. Rubber gloves are optional.

(The participants were alerted during "This Week-Next Week" in the previous session to choose their cloth, wash it and iron it.)

The following method suggests the language that will be necessary:

(i) Prepare the dye.

(ii) Tie the cloth. One or more of the following techniques may be used.

** Pleating: Lay the cloth flat on the table. Pleat the cloth. Take some pieces of the string or some rubber bands and tie the cloth at intervals. Tie the cloth tightly.

** Marbling: Lay the cloth flat on the table. Bunch it into a ball (or, if the cloth is long, roll the cloth). Tie it tightly in all directions.

** Twisting: Lay the cloth flat on the table. Pick up the cloth in the middle. Hold the desired amount and twist. Tie the twisted part tightly at intervals. Pull out each of the corners. Twist. Tie the cloth tightly at intervals.

** Object-tying: Place a button, stone, or penny on the cloth. Hold the cloth around the object. Tie it tightly in place with a rubber band. Repeat, as desired.

(iii) Wet the tied cloth in warm water. Squeeze out the extra water.

(iv) Put the tied cloth in the dye. Stir the dye constantly.

(v) Take the tied cloth out of the dye. Squeeze out the extra dye.

(vi) Rinse the tied cloth in cold water. Dry it.

The final steps can be completed at home:

(vii) Untie the dry cloth. Rinse it. Squeeze out the extra water. Iron the cloth while it is damp.

Example sentences showing the predetermined emphasis:

Keep	stirring the dye. rinsing the dye out. pleating the cloth. tying the cloth tightly. squeezing the water out.
Try	putting a button in here. holding it like this. using a rubber band.

Start tying your cloth now.
Go on working.

I like (making pleats).

Volleyball

Equipment needed: Volleyball court, posts, net, and ball.

Many words like the following may already be familiar to the participants if they have played volleyball in any of the previous LaRec sessions. In any case, they are words which are easily demonstrated to those who already know the game.

** ball, court, line, net, post;

** (left/centre/right) back; (left/centre/right) forward; player, server;

** receiving side, serving side, team;

** point, position, score

** fist; hand, palm;

** bat, carry, catch, drop, fall, hit, hold, jump, keep, lift, lose, pass, practise, punch, push, reach, return, rotate, scoop, score, serve, smash, stoop, throw, touch, win;

** hard/harder, high/higher;

Example sentences showing the predetermined emphasis:

Keep	batting the ball.
	passing the ball.
	looking at the ball.
	trying.
Try	serving like this.
	standing like this.
	batting the ball with your fist.
	jumping up and smashing the ball down.
	passing it backwards.
Practise	serving.
	passing the ball.
	smashing the ball.
Stop	touching the net.
	holding the ball.
	scooping the ball.
	carrying the ball.
She likes	serving.
	playing at the net.

(c) Elective Activities (second period)

> The predetermined emphasis in this period will be on the manner of doing an action, as in Hold the brush (firmly).

Creative Dance

Equipment needed: Record player and records of music in different tempos and moods.

In this example, it is assumed that the participants have had little previous experience in creative dance. Therefore, the aim is to train them to listen attentively to the music and allow it to stimulate their emotions and imagination, which they then express through the movements of the body.

The participants will already be familiar with words for the parts of the body and common action words for movement. Other words that will probably be used are:

** beat, music, position, rhythm, step;

** fast, heavy, light, quick, quiet, slow, strong;

** carefully, gracefully, heavily, lightly, quickly, quietly, rhythmically.

Example sentences showing the predetermined emphasis:

Listen to the music carefully.

Let's	move	slowly.
	walk	quickly.
		quietly.
		lightly.

Move your arms gently.

Hold your hand gracefully.

Painting

Equipment needed: Water colour paints, dishes for mixing, brushes, large sheets of paper, charcoal; easels, if available (not essential).

If the participants want to use oils, pastels, or acrylic paints and canvas boards, they should provide their own.

Preparation includes setting up a still life on a table or in a sand box. It is also advisable to provide a selection of pictures that may help individuals to decide what they want to paint, because everyone may not wish to paint the still life. The participants will not be copying the pictures but merely getting ideas from them.

The basic aim is the actual experience of painting, but there is also a short period of instruction that will help the participants understand certain basic techniques. The instruction in the example session concerns the mixing of colours and a few brush techniques.

The participants will already be familiar with the words for the colours and the basic materials. Other words that will probably be used are:

** the names of the objects in the still life (such as apple, banana, bowl, flower, leaf, orange, rock, twig);

** (flat side/stroke/tip) of the brush;

** (dark/light) shade; shading;

** dot, mix (with), stroke.

Example sentences showing the predetermined emphasis:

Hold the brush (firmly/lightly).

Touch the paper lightly.
Press the brush down heavily.
Stroke lightly.
Dot the paint on the paper quickly.
Mix the paints carefully.

Gymnastics

Equipment needed: Gym mats.

Warm-up exercises are always done before gymnastics. In this session, four warm-up exercises precede the demonstration and practice of four kinds of gymnastics.

The participants will already be familiar with most of the words for parts of the body and for common actions. A few words, such as elbow, thigh, and pivot may be new, and the instructor must be careful to show the meaning by his demonstration.

Examples of suitable places for the predetermined emphasis are underlined in the suggested language included here.

Warm-Up

(i) Running on the spot.

Run on the spot. Run quickly. Run slowly.

(ii) Light knee bending.

Stand straight.
Raise your heels.
Stand on the balls of the feet.
Bend your knees slightly.
Straighten your knees.
Lower your heels. Relax.
Do it again. 1-2-3-4, 1-2-3-4, ...

(iii) Easy arm swing.

Stand straight.
Swing your arms forward... down.
Swing your arms up sideways... down.
Swing your arms smoothly.
Ready? Begin: 1-2, 1-2...

(iv) Trunk bobbing.

Stand straight.
Raise your arms straight above your head.
Bend forward quickly.
Touch the floor.
Stand up. Put your arms down.
Do it again. 1-2-3-4, 1-2-3-4...

Gymnastics

The leader demonstrates first. When the participants begin to try, the leader acts as a "spotter," helping them through the movements safely.

(i) Front roll.

Crouch down.
Keep your knees together, close to your chest.
Put your hands on the mat, fingers forward.
Keep your hands shoulder-width apart.
Keep your elbows outside your knees.
Push off your feet on to your arms.
Press your chin tightly against your chest.

(so that the roll is made on the back of the head, neck, and shoulders)

Roll over.
Keep your back rounded.
Keep your heels close to your thighs.
Stand up.
Don't touch your head on the mat.

(ii) Back roll.

Crouch down.
Keep your knees together.
Press your chin tightly against your chest.
Keep your back rounded.
Roll back.
Put your hands on the mat behind your shoulders,
fingers towards the shoulders.
Press down heavily on your hands.

(to keep the body weight off the neck)

Bring your bent legs down.
Stand up.

(iii) Cross-legged front roll.

The procedure is the same as for the ordinary front roll, but the legs are crossed. At the end, add:

Stand up with your legs crossed.
Pivot on your feet.
Do a front roll.

(iv) Balance.

Crouch down.
Put your arms down between your knees.
Put your hands on the mat, fingers forward.
Bend your elbows.
Put your right knee on your right elbow.
Put your left knee on your left elbow.
Lean foward.
Keep your head up.
Raise your feet.
Point your toes back.
Hold it!
Down.

(d) General Assembly

Preparation for the singsong includes selection of the song, thorough learning of the words and tune so that it can be presented effectively, and practice of the accompaniment.

The song may be taught by rote, or the participants may be given printed sheets with the words.

Most of the leader's language for group singing will be the familiar common formulas, but he will also be able to bring in the session's predetermined emphasis again in sentences, such as: Sing softly here and Let's practise singing that quickly now.

Preparation for "This Week-Next Week" includes making specific decisions about the activities for the next session so that the participants can be requested to prepare and bring any necessary materials.

If there are refreshments, the participants will be fully involved in the preparation, distribution, and clean-up. The leader should be prepared to bring in the session's predetermined emphasis again, in sentences like (Start) (cleaning up now) and (Sweep the floor) (carefully), please.

Activities in the Eleventh Session

(a) Warm-up: Yoga Exercises

Same as in the tenth session, but add:

Touching the ankles.

Stand straight, feet apart.
Raise your arms straight above your head.
Bend forward slowly.
Keep your arms beside your ears.
Grab your ankles. Hold!
Stand up slowly.
...Do it again...

(b) Elective Activities (first period)

The predetermined structural emphasis in this period will be on the instrumental pattern (Draw the outline) with (the stick of charcoal).

Guitar Class

The preparation is similar to the preparation for the tenth session.

Example sentences showing the predetermined emphasis:

Stop / Press | this string with your (third finger).

Pluck the string with (the pick/your thumb).
Strum with your (right hand).
Tighten the string with this screw.

Egg Decorating

Equipment needed: Hard-boiled white eggs, melted wax, stove or hot plate, oven or candle, egg-decorating dye, vinegar, tongs, needle (or knife or other sharp instrument), paper towels or clean used cloths, paper and crayons, shallow pan, spoon.

This is a simple way of putting colourful designs on eggs. The necessary language is suggested in the following method.

(i) Prepare the dye according to the instructions on the package. A teaspoon of vinegar helps to "set" the dye. Put it aside to cool.

(ii) Dip the egg into the melted wax, covering it completely.

(iii) Take the egg out and let the wax harden.

(iv) Plan a simple design for the egg, using crayon on paper.

(v) Scratch the design through the wax to the egg shell.

(vi) Put the egg into the cool dye. Leave it until the desired colour appears.

(vii) Take the egg out and let it dry.

(viii) Put the eggs on a paper towel in a shallow pan, and put the pan in a warm oven until the wax softens. (Or, hold each egg over a candle flame.)

(ix) Wipe the wax off with a paper towel or a cloth.

Example sentences showing the predetermined emphasis:

Stir the dye with a spoon.
Scratch the design with a needle.
Draw the design on paper with a crayon.
Colour the egg with the cool dye.
Dry the egg with a paper towel.
Cover the egg with the wax.
Wipe the wax off with a paper towel.

Floor Hockey

Equipment needed: Quoit (or ring), wooden (or plastic) straight sticks for the players plus a stick with a blade for each goalie; a coloured shoulder band for each player (to distinguish the two teams).

A goal about ten feet wide should be marked at each end of the playing area.

Floor hockey is a practical game for a recreation club because it can be easily adapted to varying circumstances. There may be as few players as four on each side or as many as ten a side. If necessary, the goal may be left without a designated goalie.

The rules are simple. The playing area is divided in half. There are two teams. Each team has a goalie. Half the players of each team are forwards and half are guards.

The referee tosses out the quoit, and the opposing forwards scramble for it. The successful forward pushes the quoit with his stick towards the opponents' goal. Opposing guards try to steal the quoit and pass it to their own forwards. A team scores by sliding the quoit across the goal line between the markers.

The quoit must be in contact with the floor at all times. If it leaves the floor after a player has pushed it, the opposing team gets the quoit out of bounds. Blocking, tripping, and other rough play are forbidden. If opposing players both have their sticks in a quoit, the referee blows his whistle, lines the teams up facing each other, and rolls the quoit between them.

The following words will probably be necessary:

** court, end, floor, goal, line, middle;

** band, quoit, stick, score;

** forward, guard, goalie, opponent, player, referee, team, teammate;

** defend, intercept, pass, push, roll, score, slide, steal, toss;

** facing, out of bounds.

Example sentences showing the predetermined emphasis:

Push Move Steal Pass Stop	the quoit with your stick.

Defend the goal with your stick.

Toss the quoit out with your right hand, like this.

Don't | touch the quoit with your hand.
lift the quoit with your stick.

(c) Elective Activities (second period)

> The predetermined structural emphasis for this period will be on the appropriate verb form for describing a process, plus sequence words, as in First, we beat two eggs in a bowl. Next, we ...

Traditional Cooking: Dumplings

Equipment needed: Measuring cups, several rolling pins, egg beater, teaspoons and tablespoons, mixing spoons, large straining spoon, mixing bowls, pot, stove or hot plate, knives, pastry cloth, dishwashing materials.

Ingredients: 2 eggs, 1 teaspoon salt, 1/2 cup water, 1 tablespoon butter, 1 1/2 cups flour, 1 cup cottage cheese, extra flour, extra butter.

Dumplings are an important dish in the traditional cuisine of many ethnic groups. These are known as paroha in Ukrainian and pierogy in Polish. The special reason for selecting dumplings in a LaRec program is that there is a chance to repeat many language items as each dumpling is prepared.

Time will be saved if the ingredients are measured before the demonstration begins. The pot of water should be placed on the stove so that the water is boiling when required.

When the dough is made, it can be divided into several portions so that small groups of participants can prepare their own dumplings.

The procedure is written in sentence form with underlining to show the predetermined emphasis. (Notice also that the instrumental pattern from the previous period occurs again naturally.)

(i) First, we melt 1 tablespoon of butter.

(ii) Next, we break 2 eggs into a mixing bowl. We beat the eggs well with an egg beater.

(iii) Next, we add 1 teaspoon of salt, 1/2 cup of water, and the melted butter. Then we mix it all together well.

(iv) Next, we add 1 1/2 cups of flour and we make a stiff dough. (An extra 1/2 cup may be added if necessary.)

(v) Next, we sprinkle some flour on the pastry cloth. Then we roll the dough very thin with a rolling pin.

(At this point, everybody can begin to take turns actually doing the various operations.)

(vi) Next, we cut the dough with a knife into 3-inch squares.

(vii) Next, we put some cottage cheese on each square.

(viii) Then we fold the dough over. We put our fingers in the flour and press the dough together firmly.

(ix) Now, we drop the dumplings into the boiling water. Wait. Look! The dumplings are coming up to the top.

(x) We take out the dumplings with the straining spoon. (Drain them carefully.)

(xi) Finally, we put some butter on the dumplings. There! Let's eat.

After the dumplings are eaten, everyone helps to clean up.

Painting

The general remarks made about painting in the notes for the tenth session are applicable again. A portable light, such as a flashlight, will be helpful this time.

In this session, the instructional aim is to show some techniques of shading. The still life arrangement can be used again in the demonstration. A light can be shone on it from various directions, and the participants can point out where the shadows are on each object. Then, as the instructor shows them a few outline sketches, they can imagine where the shadows would form, according to the source of the light.

Example sentences showing the predetermined emphasis:

First, we draw an object.
Then, we see where the light comes from.
Then, we make the shadows on the object. Look.
The light comes from the (right). We put the shadow on the (left).
We usually use grey or a dark tone for the shadow.
(In a landscape), we usually use yellow or bright green for the light.

Trampoline

Besides being excellent exercise that is well enjoyed, trampoline activities are ideal for language learning because they are highly demonstrable and require repeated practice.

The only equipment needed is the trampoline itself, but there is one special requirement: the "spotters." The leader must plan to demonstrate the need for spotters and the technique of spotting at the very beginning.

At least four spotters are absolutely essential, one at each end of the trampoline and one on each side. They are there to keep the trampolinist from falling off or from hitting the springs. They will push him back on to the mat, if necessary.

The spotters stand with their arms bent and their hands at face level, palms facing the trampoline. Thus, they are ready instanteously to push the trampolinist back if he comes too close to the edge. In the demonstration, the leader should pretend to lose his balance and thus get the spotter to push him back. If the leader does this occasionally during the activity, the spotters will learn to keep alert.

In the first lesson, the leader demonstrates how to bounce on the seat, the knees, and the feet. The importance of staying on the centre mark and of keeping the back straight is stressed many times.

Example #3: LaRec Summer Camps for Pre-Teens and Juniors

PLANNING A LaRec SUMMER CAMP FOR TEENS

The planning that is necessary for organizing a summer camp is quite different from the planning of a weekly LaRec club. Quite apart from the concentrated activity program for a week or two, arrangements must be made for all the food, accommodation, and supervision of a large group of young people.

In fact, the first time that a LaRec camp is organized by an ethnic association, the job of planning should begin many months ahead of time. Even in succeeding years, it is necessary to start preparations early, for personnel must be hired and the camp must be well publicized.

A camp committee should be formed by the ethnic association to look after the planning, policies, and operations of the camp. These committee members should first learn as much as possible about the target group of participants, as suggested in the section on "Local Variables" (see page 41), so that the camping program will be suited to the needs of the campers who attend.

The following questions must be discussed and settled:

(a) Where can we hold a summer camp?

Locating a suitable site will be a major concern. The facilities for a camp can be very simple, but they must be of a sufficiently high standard to comply with all the provincial or municipal regulations and to qualify for insurance coverage.

An important factor in choosing a site will probably be its distance from the area where most of the prospective participants live. If the site is very far away, transportation costs may be prohibitive.

(b) How many camping sessions shall we conduct?

The probable number of campers and the facilities of the camp site will be a guide in determining whether one camping session will be enough. Availability of staff must also be considered if several camping sessions are deemed necessary.

(c) How long will each camping session last?

Pre-Teens may be happy to stay at a summer camp for as long as two weeks. In effect, however, a two-week period probably

means only ten or eleven camping days. Especially if there are to be several camps, the camp personnel must have a break between sessions.

A one-week camp is also suitable for Pre-Teens, and there can be an observable development in the participants' knowledge of the ancestral language even in that short period.

(d) What staff will we need?

Every summer camp needs a camp director, camp counsellors, a camp nurse, and kitchen staff. The number of counsellors will depend on the number of participants. Ordinary camps require a ratio of one counsellor to ten campers, but a higher proportion of counsellors is needed in a language camp.

It may also be necessary to hire specialist instructors for certain activities. If a water sports program is offered, for instance, a person with lifeguard qualifications is essential.

At a LaRec camp, at which language learning may be combined with traditional crafts or dancing, experts will be needed to teach those skills. Sometimes, members of an ethnic association are willing to serve voluntarily as resource persons, but even then, expenses for transportation must be considered.

After the camp director is employed, he is responsible for planning the program so that the equipment and supplies for the camp can be ordered. He will also arrange for staff training during the week prior to the opening of the camp.

(e) Where can we get the money?

The fees paid by individual campers are usually set low enough so that the young people who are interested need not be excluded for lack of money. It will probably be necessary, therefore, to find extra money to subsidize the camping program.

Funds may be available to the sponsoring ethnic association from provincial or federal government grants, and the association may also undertake special fund-raising projects.

In some regions, donations of food made directly to the camp by members of the association who are farmers may reduce the total cost substantially.

The camp committee will be able to obtain a great deal of valuable advice about organizing a camping program, making policy, hiring staff, operating the camp, and so on, from reference books available in a public library, as well as from local recreation specialists. The titles of some reference books on camping are listed in the appendix of this handbook, on page 244.

The language here, written in sentence form with underlining to show the predetermined emphasis, includes a few new voacbulary items:

Spotters, ready?

First, I sit up straight on the mat. My legs are straight ahead. I sit on this red mark.
Then, I put my hands on the mat beside my seat. I push my hands off and swing my arms up in a circle. I bounce on my seat...bounce...bounce... Stop!

(Call attention to the swing of the arms up and down and to the straight back.)

Next, I kneel on the red mark. My feet are pointed back. My back is straight. My thighs are straight.

Then, I push down with my knees and feet and swing my arms up in a circle. I bounce on my knees...bounce... bounce. Stop!

(Call attention again to the swing of the arms up and down, to the straight back, and to the repeated bounces on the red mark.)

Next, I stand on the red mark. I stand straight.

Then, I push down with my feet and swing my arms up in a circle. I bounce on my feet...bounce... bounce. Stop!

(Show the participants how to stop bouncing by bending the knees slightly.)

Give everyone preliminary practice by having them step back from the mat and jump on the spot. Show them how to push off the floor with the toes and swing the arms upwards at the same time. The participants should jump with their legs together and land on their toes.

After this practice, everyone can take turns on the trampoline, one at a time. The others act as spotters.

(d) General Assembly

The preparation is similar to that required for the tenth session. The traditional folk song will be practised again. Some other familiar songs may also be sung for enjoyment.

The leader will be able to bring at least one of the session's predetermined emphases into the talk during the clean-up, with sentences like Please (wipe the table tops) with (a wet cloth). There will probably not be occasions to use the second predetermined emphasis during General Assembly, however, because the situations then do not call for a description of a process.

GENERAL DESCRIPTION OF ACTIVITIES AND CAMP LIFE

The basic routine for a LaRec summer camp must be planned for the whole day. The following timetable is suitable for a Pre-Teen camp.

Approximate Times	Type of Activity	Approximate Duration
7:30 - 8:00	"Wakey, Wakey!"	30 minutes
8:00 - 8:30	Breakfast	30 minutes
8:30 - 9:30	Cabin Clean-up and Ground Work Crews	60 minutes
9:30 - 11:15	Activities	105 minutes
11:15 - 12:00	Free time or swimming	45 minutes
12:00 - 12:45	Dinner	45 minutes
12:45 - 1:15	Work Crews	30 minutes
1:15 - 2:15	Rest Hour	60 minutes
2:15 - 4:15	Activities	120 minutes
4:15 - 5:45	Free time or swimming	90 minutes
5:45 - 6:30	Supper	45 minutes
6:30 - 7:00	Work Crews	30 minutes
7:00 - 8:30	Activity Preparation for camp fire	90 minutes
8:30 - 9:15	Camp fire	45 minutes
9:15 - 9:30	Cabin call	15 minutes
9:30	"Taps" or "Lights Out"	----

Activities Periods

The activities periods in the suggested timetable can be like the Elective Activities periods in the Teens LaRec Club. That is, two or three activities can be conducted at the same time, and the campers can choose which one they want to participate in. Announcements about each activity can be handled in the same way that was suggested on page 195 for the Teens. Also, just as the leaders in the Teens Club agree on the predetermined language emphasis for the activities in one period, so the camp director and the counsellors can agree on the structural emphasis for an activities period at a camp.

Some activities may require the full two hours of a period. Alternatively, two short activities may be planned for one period.

The evening activities period is a time for preparing the program for a camp fire or a special event.

The activities may be selected from a wide variety of types: folk music, traditional dancing, arts and crafts, drama, games, sports, other physical activities, nature activities, ethnic cooking, and preparations for special events. Here are some specific suggestions:

Arts and crafts: weaving, painting, nature crafts, quick crafts, tie-dyeing, tin can crafts, costume-making, folk arts;

Drama: all types, including puppetry and role-playing skits;

Games: quiet games as well as active ones;

Sports: field hockey, fastball, football, soccer, baseball, swimming lessons, other water sports;

Other physical activities: track events, exercises, yoga, judo, tumbling;

Nature activites: hikes (of all kinds, from short to overnight), bird watching, collecting, trailing, nature study (learning about plants, trees, rocks, stars, etc.), knotting and lashing, weather observations, making camp tools and equipment from natural supplies;

Ethnic cooking: traditional serving and eating customs, as well as the preparation of food;

Special events: circus, carnival, "Everybody's Birthday," holiday celebrations, producing a television program, Indian Days;

Camp fire: singsongs, short skits, variety program, dramatic productions, games.

It is important to have a stock of alternative activities planned for rainy days.

The periods for "free time or swimming" are also bath time, as most camps are not equipped with showers. The campers can decide whether they want to go swimming or not during these free time swims. Swimming lessons can be offered then, but it is better to conduct them during the activities periods.

The rest hour is an essential part of the day for the counsellors as well as the campers. The campers may use the time to sleep, read, write letters, or play quiet games with their friends. The only stipulations are that they must stay in their cabins and be quiet.

Camp Life and Language Learning

A LaRec summer camp can be a particularly good setting for learning the ancestral language because the campers take an active part every day in the kinds of routine activities that can be continued at home. These opportunities for language learning should be exploited.

Meal times are an obvious example. For at least one meal a day, the seating should be arranged so that a person who is fluent in the ancestral language eats with a family-sized group. The campers would then hear words and phrases about the common foods so regularly that they would later be able to speak about the same foods at home. Thus, when the camp is over, the participants could continue using the language during family meals.

Daily cabin clean-up and work crew jobs also have a very high language-learning potential. Each camper has to take care of his own area in the cabin. Everyone takes his turn at kitchen and dining room duties, clean-up of the grounds, and preparation of wood for the camp fire. A list of assignments is placed on a bulletin board so that everyone knows ahead of time what jobs he has to do that day. Reference to the duty roster can be made during the daily announcements.

Thus, the language related to household chores is used daily. The language items are clearly associated with things and actions, and the campers make a "total physical response" to the language. When they return home after the camp, they may have daily occasions to use the same words and phrases again.

The one indispensable requirement is that someone must speak these words and phrases in the ancestral language, in connection with the objects and actions. The camp director and counsellors cannot be everywhere at once, but there will be others who know the language, and they should use the ancestral language when talking to the campers about the work. Some of the most effective language "instruction" may actually come from the kitchen staff, even though they do not dream that they are teaching.

Another possibility is that a few of the campers themselves may be FLUENTS, who are attending the camp just for their own recreational enjoyment. They can be encouraged to keep on speaking the ancestral language at meal times or during clean-up times. It is even possible to consider these FLUENTS "sub-counsellors," whose only responsibility is to speak the language as they join in all the activities with the other campers. [8]

The following list of words and phrases is included to give some idea of the type and range of language that can be learned through these non-recreational, frequently repeated tasks. By necessity, English is used in this handbook, and LaRec camp leaders are reminded to ask themselves:

What comparable words and phrases will we need to say in our ancestral language?

Washing the dishes.

** bowl, cup, dish, fork, glass, knife, plate, platter, saucer, spoon, tray;

** cupboard, dish cloth, dish pan, drain rack, drawer, garbage (bag/can), scraper, shelf, sink, soap, towel, water;

** clean, cold, damp, dirty, dry, hot, sticky, soapy, warm, wet;

** add more (water), clean the sink, dry the (dishes), put (some soap) in, put the (cups) away, rinse the (glasses), scrape the (plates), stack the (bowls), take the (knives) out, wash the (dishes).

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[8] The term "sub-counsellor" appears in "Evaluation of Six Language Camps Held during the Summer of 1974," a report presented to the Programme of Official Language Minority Groups of the Secretary of State in November, 1974, by Danielle Juteau Lee, Ph.D., of the University of Ottawa.

Cleaning the cabin.

** bed, blanket, broom, cabin, clothes, dirt, dust pan, floor, mop, pail, sand, sleeping bag, window;

** air the (blanket/cabin/sleeping bag), dust the (tables), hang up the clothes, make the beds, mop the floors, open the windows, sweep the floors.

Cleaning up the dining room.

** bench, chair, kitchen, table;

** butter dish, napkin, napkin holder, papers, pepper (shaker), salt (shaker), sugar (bowl);

** clear the tables; fill the (shakers/sugar bowl/ napkin holders), pick up the (papers), put the chairs (around/on) the tables, put the (shakers) back, wipe the tables, wring out the towels.

Preparing the camp fire.

** area, axe, fire, kindling, match, log, (piece/pile) of wood, saw;

** arrange the logs, build up the fire, chop the wood, clean the area, cut the kindling, light the fire, make a neat pile.

Cleaning the grounds.

** clear the paths, empty the garbage cans, fill up the dangerous holes, pick up the sharp rocks, rake the area.

A DAY CAMP FOR JUNIORS

Day camps are very similar to resident camps except that the campers do not stay overnight. These camps are usually conducted on weekdays at a park or camping area near a city or town. The children meet at a central location and hike to the camp site together or travel by bus or bicycle. A day camp usually lasts for one week and should not exceed two.

The staff required for a day camp depends on the number of participants and the type of program. A camp director and counsellors are necessary, and if a water program is planned a qualified lifeguard must be hired. The counsellors should have a good knowledge of first aid procedures. It is not necessary to employ a cook, as the preparation of meals by the campers is an integral part of day camp life.

The site for a day camp should be a secluded area where the natural surroundings have not been disturbed very much. The two essential facilities are toilets and a safe, adequate supply of drinking water. A building, in which supplies can be stored and activities conducted during inclement weather, is desirable but not a necessity.

After the site has been selected and the counsellors chosen, a staff training program is needed. The program for the camp is developed at this training course.

Programming for a day camp is a real challenge. Unless the campers are enthusiastic about the activities, they may not return the following day. The activities for the day are started when the children enter the bus or start off on their hike to the campsite, and end when they return to the meeting point. Here is a sample of a basic routine for a day camp:

Approximate Time	Type of Activity	Approximate Duration
9:00 - 9:30	Travel activity while going to camp site	30 minutes
9:30 - 9:45	Storage of equipment & personal belongings	15 minutes
9:45 - 10:45	Activities	60 minutes
10:45 - 11:30	Swimming or activities	45 minutes
11:30 - 12:00	Preparation of dinner	30 minutes
12:00 - 12:30	Dinner	30 minutes
12:30 - 1:15	Work Crews	45 minutes
1:15 - 2:15	Rest Hour	60 minutes
2:15 - 3:15	Activities	60 minutes
3:15 - 3:30	Snack	15 minutes
3:30 - 4:15	Activities	45 minutes
4:15 - 4:30	Clean-up	15 minutes
4:30 - 5:00	Travel activity while returning to the central meeting point.	30 minutes

The activities of a day camp are similar to those conducted at a resident camp except that there is no evening campfire program. Suggestions are listed on page 222 in the example of a camp for Teens. Sports activities that are associated with a playground program should be avoided. The day camp program can be made distinctive by focussing the activities on nature and the surrounding camp environment.

The time spent on the bus or in hiking to the site can be used for singsongs, quiet games, observation of trees, birds, animals, or weather phenomena. Travel activities require planning, just as the activities at the camp site do.

Day campers are divided into groups with a counsellor in charge of each group. Every day the groups are assigned different duties, such as washing dishes, building fires, carrying the water, and

cleaning up the grounds. Since the meal and snacks are prepared by all the campers and counsellors, everyone has a chance to learn different methods of outdoor cooking.

Basic equipment and supplies, such as cooking pots, tin foil, salt and pepper, and craft supplies should be provided by the camp organizers. All the food may be bought from camp funds, or the children can be required to bring certain items of food from home each day.

Day campers set up their own camp by building lean-tos for the rest hour, constructing tables, and making containers for food storage from logs, rope and other natural materials. It is absolutely necessary, however, to get permission before the camp starts to gather or cut these materials. If permission is unobtainable, the fire wood and construction supplies must be brought to the site.

Registration fees for day camps should be as low as possible so that everyone who wants to attend can have the chance to join.

Day camping helps the young participants to learn to appreciate nature and respect the natural environment. The potential for language learning in a LaRec Day Camp is high because the sessions are held daily for a week or two. The youngsters have a chance to hear and use the ancestral language in connection with actions that occur again and again in a concentrated period of time.

Example #4: A LaRec Social Club for FLUENTS

A LaRec social club is suitable for teen-agers, young adults, and adults.

GENERAL DESCRIPTION

This example of a LaRec program is different from all the others because the participants already know the ancestral language. They want to belong to a LaRec club because they enjoy associating with others who also speak the language. They may also have the desire to develop the correctness and complexity of their speech. The members of a LaRec social club agree among themselves that the ancestral language will be used for all the conversations at their meetings.

In a sense, a LaRec social club may be the ultimate goal of the other types of LaRec programs. That is, after a group of STARTERS and LATENTS have participated in a LaRec program for two or three years, they may know the ancestral language well enough to use it for the rest of their lives. LaRec, which served as their vehicle for learning the ancestral language, would thus become for them a "permanent domain," in which they would always find it natural to speak the language.

Meetings

A distinction is made in this description between club sessions for social activities and business meetings for planning the club program. A LaRec social club may hold club sessions once a week but have a business meeting during a session only once a month. A session usually lasts about two hours.

The members of a LaRec social club are responsible for their own meetings and activities. They elect club officers and appoint committees. If the members are teen-agers, there will probably be an adult adviser, representing the ethnic association, but his role is that of a guide rather than a director. Much of the detailed organization of club events can be carried out by committees, which may be allotted some time for planning during a

business meeting. The committees that are needed for most of the major events that a club may undertake are: program, publicity, decorating, tickets, and clean-up.

The business meetings are held to organize the social program and fund-raising projects. They have just as high a "language-development potential" as the social activities. Members of the club can take advantage of this potential by making a few basic rules for themselves. In addition to the general rule about speaking only the ancestral language, for instance, they can agree to keep minutes and have them read at each business meeting. They can decide that the committees will actually prepare and present reports about their plans and actions.

They can rule that any person's opinion, suggestion, criticism, or disagreement will be welcomed with attentive respect, as long as the speaker supports his statements with reasons. In ways like those, the members will learn to use the ancestral language for serious, reasoned purposes.

The group discussions that are necessary for planning club events offer further opportunities for using the ancestral language at a high level of complexity and accuracy. Members who speak in vague generalities will be challenged by their peers to be more specific.

A good dictionary should be on hand during the meetings so that the members can look up words and try to increase their vocabulary power.

The club's membership fee should be deliberately kept low, perhaps only a few dollars for the entire year. When the fee is low, the members have to work together to raise money for the activities they want to do, and organizing fund-raising projects is one way of getting all the members involved in club activities.

Fund-raising projects have already been discussed in this handbook (see page 145). Car washes, bottle drives, and odd-job work days are additional suggestions that are especially suitable for young people to organize by themselves. A "dime supper" is an entertaining way of raising money at a meeting: each member invites a friend and brings one dish of food for a pot-luck supper, but each consumer must pay a dime for every spoonful he takes.

Since business meetings usually last for only thirty minutes or an hour, there is ordinarily time for social activities afterwards.

Activities

Any recreational activities that interest the members of a LaRec social club can be linguistically beneficial to them. Their knowledge of the ancestral language can be developed through their social contacts and the plans they make, no matter what activities they select.

The examples that follow are included to call attention to the wide variety of activities that can be considered. They are grouped under the following headings: sports and games, music and dramatics, lessons and hobbies, service projects, socials, and interclub visitations.

Sports and Games

Team games, such as basketball, volleyball, and floor hockey, may appeal to the members; their disadvantage is that they require the use of a gym. Members of a LaRec club may particularly want to play the traditional games of the ancestral country, such as boccie or soccer.

Many active games can be played without special gymnasium facilities. Shuffleboard, table curling, darts, and table tennis are examples of games that are popular in some social clubs.

Tournaments can be arranged within the club membership, but they may also be used as a means of bringing together LaRec clubs from two different areas. Card games are just as suitable for tournament play as the active team sports are.

Checkers, chess, parchesi, monopoly, and other table games are good activities for the shortened social period after a business meeting.

Another activity that fits well into a social period is the form of pantomime known as charades, in which a word or phrase is acted out in silence and guessed by the opposing team.

Language games can often be played during breaks between other activities or at refreshment time. Here are a few examples:

(a) Conversation Circle: Partners march around in a circle while a record is played. When the music stops, the leader calls out a conversation topic, and the partners speak about that topic for a minute or two. Before the music begins again, the participants on the outside move forward to new partners.

Suggested topics of conversation are: What is your favourite television program? What do you think of current fashions? What is your favourite song? etc.

(b) Definitions: Slips of paper, each bearing a different word, are given to each player. He writes his definition for the word on a different paper and passes his definition to the player on his right. When everyone is ready, the players take turns reading aloud the definitions they have received and trying to guess the original word.

(c) Buzz: One player starts to count and the others continue in turn. A word like "buzz" is substituted for every number that contains a 7 and for every multiple of 7.

(d) Talk Fest: The members are given a topic which they must speak about to the whole club for thirty seconds.

Music and Dramatics

A few LaRec social clubs may want to develop themselves as a choir, but most will probably be content with informal sing-songs. Songs from the ancestral country can be learned and sung for enjoyment. A member who plays an instrument can aid the singing by accompanying the group.

Club members may wish to spend some time listening to ethnic music. Records or tapes can be borrowed from private collections or from the audiovisual service of a public library. The music will have more meaning for the listeners if someone is prepared to comment briefly on the music, the instruments used for performing it, and the occasions for which the music is traditionally played.

A concert presented by a LaRec club may consist of ethnic dancing and singing, with the performers all dressed in traditional costumes, or it may combine both old and new. The

necessary preparations include obtaining a hall, installing a sound system, planning the program, practising the acts, and so on.

It is sometimes possible to sponsor an ethnic concert by a professional touring soloist or ensemble.

An ambitious club might form a creative drama group and develop performances that can be presented at meetings of ethnic associations. Similarly, a group might spend several meetings making puppets, a puppet stage, and scenery for some plays that they practise. These puppet shows could be presented to children at schools, especially if they were studying about the country where that ancestral language is spoken. Children in hospitals would enjoy the puppet shows, too.

Lessons and Hobbies

Even though this is a social club, the members may wish to improve themselves, learning new skills and hearing about other people's hobbies. A member may be asked to demonstrate a craft in which he is proficient or conduct a workshop concerning his hobby.

Sometimes a guest can be invited for a similar purpose. A speaker from the ancestral country would be of particular interest.

A tour of nearby historical sites or old residences can be both enjoyable and instructive, especially if there is a knowledgeable person to act as a guide.

Service Projects

Hospital patients and elderly residents of nursing homes, who are speakers of the ancestral language, would be delighted to be visited or entertained by members of a LaRec club. A simple concert of traditional songs, some skits, and perhaps some dancing would be especially welcome at holiday time. Traditional delicacies and special favours for meal trays would also be appreciated.

Socials

A LaRec social club may sponsor social events to which other ethnic groups or members of the public are invited. These are not primarily money-making projects, but an admission fee should be charged so that the club's expenses are met.

Informal dances are popular and probably require the least planning. The main arrangements to be made are hiring a band, renting a hall, and publicizing the dance. Tickets must be sold, and the hall must be arranged before the dance and cleaned up afterwards. All these duties require active participation by the members and speech in the ancestral language.

Carnivals are probably just as much fun for the organizers as they are for the attenders. A great deal of planning is needed to co-ordinate all the booths, entertainments, and decorations, but a LaRec social club thrives on that kind of planning and preparation. The whole carnival, including the food and handicrafts booths, can have an ethnic emphasis, if desired. In that case, it would be interesting to set up one special booth to display some traditional costumes, crafts, and artifacts. The games booths that are usually associated with carnivals can also be included.

If a LaRec social club organizes a party in connection with a holiday celebrated by the ethnic group, the members should learn as much as possible about the old traditions associated with that day.

A "coffee house" is a casual entertainment with folk singers performing throughout the evening. An admission fee is charged to cover the rental costs, and simple refreshments are sold. A small stage is set up for the performers, and the audience sits at informally arranged tables.

In good weather, a club meeting may be held at a park or lake, as a wiener roast or picnic. In winter, hayrides and parties for tobogganing, skiing or skating, are popular.

Interclub Visitations

A get-together with an ethnic club from another community fosters new friendships and stimulates an exchange of ideas.

An additional result may be a growth of confidence and pride in speaking the ancestral language.

An interclub visitation may involve nothing more than an invitation to a club from a nearby community to join in one of the social events suggested above. On the other hand, it may be a highly organized rally to which all the "sister" clubs in a region are invited. If a rally is planned, the program should show a balance between social recreation and workshops, so that the participants enjoy themselves but also feel that there was a worthwhile purpose in attending.

Interclub competitions and tournaments can be arranged if the clubs are fairly close.

Sometimes all the cultural and ethnic clubs in one area combine their efforts to produce an intercultural festival. Each club is responsible for setting up a booth to display or sell their handicrafts and foods, and each club contributes one or more performances to the concert. The concert program needs careful planning so that there is a frequent change in the type of performance and a grand climax to end the show.

III.14 EVALUATING A LaRec SESSION

Program leaders should not be intimidated by the word "evaluation." The meaning of "evaluate" at this point is simply "think critically about the session with the aim of recognizing what was effective and what should be improved."

Immediately after each session, the program leader and the helpers should sit down together and discuss what happened, before they forget any of the details. In fact, the leaders and helpers should all agree from the beginning that they will stay for a short time after every session in order to hold this discussion. If this is understood, no one will feel that his responsibility is over as soon as the last participant disappears through the door.

If there is only one leader, without any helper, he should still make an evaluation right away, considering the same kinds of questions in his mind.

In their evaluation, the leaders should be careful that they do not "miss seeing the forest because of the trees." It will be easy to remember the fact that a girl got glue in her hair and necessary to think about whether the incident was well handled, but that sort of event is not the most important consideration. The vital questions concern whether the session made a contribution, however small, to the achievement of the LaRec program objectives.

Thus, the questions that the LaRec leaders talk over should be both general and particular in nature. In addition, the leaders should always remember that "La-Rec" has two aspects: language and recreation. Neither side of the same coin should be neglected in the evaluation.

The following questions illustrate the type of discussion that is needed. It is not suggested that every question must be dealt with in this form every time.

General Considerations

1. Did we accomplish what we planned to do in this session?

2. Were the participants interested in the activities? Did

they seem to be enjoying themselves?

3. Did the participants seem to learn anything?

4. Did this session contribute anything to our LaRec program objectives?

Particular Considerations

5. Did we handle any special incidents well?

6. Did the participants have difficulty in understanding anything? Why?

7. Do the participants need more practice in doing anything? Should we repeat anything?

8. Did we actually succeed in emphasizing the language patterns we wanted to?

9. Are we talking too much or too little?

10. Are we speaking too quickly or too slowly?

11. Are we demonstrating clearly the meaning of what we say?

12. Are there any language items that the participants need to learn so that they can do the activities better or say what they want to say?

13. Should we introduce a different activity that will be beneficial to the participants? Should we delete any activity from our plans?

14. What methods that we used today appeared to produce the best results?

15. Do we need any more equipment and supplies?

16. Do we need any additional help from the parents or the sponsoring association?

17. How can we best respond to the opinions expressed by the participants during "This Week-Next Week"?

18. How can we be more helpful to the participants?

19. How can we make the next session even more effective than this one was?

As a result of these regular evaluations, the program leaders may occasionally need to request some unforeseen assistance from the ethnic association. In any case, the association should be kept informed about the plans and progress of the program. The members of the ethnic association should feel a sense of involvement in the LaRec program that they are sponsoring.

STAGE IV DEVELOPMENT

"Evaluate the program."

IV.16 EVALUATION OF THE PROGRAM FOR A SEASON

LaRec program leaders evaluate the program continuously by taking time after each session to think critically about the use of language and the conduct of the activities, with the aim of making the next session even more effective. These informal evaluation talks after each session tend to focus on details.

There comes a time, however, when attention should shift for a while from details to the broad picture. The program leaders need to make an evaluation at the end of a whole season in order to see the LaRec program in perspective. Their evaluation report to the ethnic association will help the association members to understand what has actually been accomplished. Then the association can make sensible decisions about the future of the LaRec program.

The end-of-season report, therefore, is not a time to dwell on details, except as they may illustrate a generalized statement. Rather, it is a time to look back at the original program objectives that were set and consider the degree of progress towards the achievement of those objectives.

LaRec Principle #32

A LaRec program requires continuous evaluation of an informal and practical nature so that each session can make a positive contribution to the achievement of program objectives.

Periodic evaluations at the end of each season help the program leaders, the participants, and the sponsors to see the program in perspective and make useful decisions about its future development.

There are no standard measurements that can be applied to language learning in a recreation program. If a participant's knowledge of the ancestral language was not measured when he entered the program, his progress cannot be measured at the end of a season. The evaluation made by the program leaders will be based, for the most part, on their subjective judgements.

For that reason, it is essential for the leaders to follow a definite set of evaluation questions related to the program objectives and to seek the answers to these questions in the observed behaviour of the participants.

For the same reason, program leaders are advised to prepare a written report. Oral reports involving subjective judgements tend to be vague, and vagueness is not a solid foundation for making decisions. The members of an ethnic association would not be helped by an oral report that merely stated something like, "We have a pretty good program here. There have been a few problems, but we are getting along all right."

The written report does not have to be long or formal, but it should be specific. It should contain recommendations about the future of the LaRec program, which can then be discussed in a meeting of the full association.

The program leaders are the best persons to make this evaluation report, since they have been most closely involved and since they probably understand the LaRec concept better than anyone else. They are not the only ones with something to contribute to an evaluation, however. The opinions of the participants themselves, which may have been expressed during "This Week-Next Week" discussions in LaRec sessions, should be taken into account.

The following list suggests the kinds of questions that should be considered by the program leaders as they prepare their report. The questions in the first section refer directly to the program objectives that were set for the season. (Refer to "Objectives for a Season of LaRec" on page 61.) The questions in the second section refer to particular aspects of the LaRec program.

General Questions Referring to the LaRec Objectives for a Season

1. Were the participants interested enough in the program to keep on attending throughout the whole season?

2. Is there any evidence that the participants have maintained or developed a positive attitude towards the ancestral language?

3. Has the program included any activities that the participants are likely to continue in their own lives, so that the language they learn in the LaRec program has a real, on-going value for them?

4. To what extent have the specific objectives that were set for the program this season, concerning both language and recreation, been achieved?

Questions Referring to Particular Aspects of the LaRec Program

5. Was the selection of activities satisfactory? Which activities proved to be the most successful?

6. Did the participants gain any new recreational skills?

7. Was the language content suitable for the participants?

8. What evidence is there that the participants made some progress in comprehending the language?

9. Was there an observable development in the quantity and quality of the participants' ability to speak the ancestral language, either in the LaRec sessions or outside them?

10. Was there enough repetition of activities and language?

11. What methods appeared to produce the best results?

12. Were the times of the sessions satisfactory? Were the premises suitable?

13. Were the supplies and equipment adequate?

14. Were there enough leaders and helpers? Are there ways in which the leaders and helpers could be more effective?

15. What other factors helped or hindered the program?

16. In what ways did the parents and other members of the association help? Could they help in other ways?

17. What are the recommendations for the future of the LaRec program? What improvements could be made?

IV. J/K THE EVALUATION DISCUSSION

The members of the ethnic association should discuss the program leaders' report with reason and fairness. No one should feel that his work is being attacked or his position threatened. The association and the program leaders are not on opposing sides; they both share the same fundamental goal: the maintenance of the ancestral language. Any criticisms that are made during the evaluation discussion should be seen in this light.

The best evaluation discussion will be one that includes the opinions and reactions of everyone who is involved with LaRec. Because the observations of participants and parents are likely to concern details, the guidance of a written report, made by the program leaders who have deliberately tried to see the LaRec program in perspective, is especially important.

Everyone should remember that all language learning takes time. If the participants in a LaRec program are learning to comprehend the ancestral language, they are making progress, even if they do not yet express themselves freely in it.

The members of the ethnic association have the duty to ask themselves a special question: "What are we doing to make sure that the LaRec participants have opportunities to use the ancestral language after they go to all the trouble of learning it?" Realizing that they have a responsibility to support their children's efforts, for instance, some parents may appoint a particular occasion in the day, such as the family dinner, as a time for speaking in the ancestral language together.

Eventually, the members of the association must decide on the future of the local LaRec program. A totally unsuccessful program may be discontinued. It is more probable that the association and the program leaders together will work out ways of solving any problems and making necessary improvements so that the LaRec program can become more effective in its second season.

A LaRec program can be considered successful if the participants in it gradually learn to understand and speak the ancestral language. As they learn, they will become more and more able to benefit linguistically from any kind of recreational activity. They will no longer be limited to the simplest and most demonstrable types of activities. They may still desire to be in a LaRec program, but their purpose will shift from <u>learning</u> the language to <u>using</u> the language in their social contacts with others.

Thus, a LaRec program need not die after a season, nor even after the participants have succeeded in learning the language. All that is necessary is to adapt the program to the changed needs of the participants, who will then find in their LaRec club a "permanent domain" where it seems natural for them to use the ancestral language.

LaRec Principle #33

A LaRec program can be continued indefinitely, according to the wishes of the sponsoring ethnic association, but the character of a program will change, according to the changing needs of the participants.

APPENDIX A

USEFUL REFERENCES

Books and pamphlets concerning all kinds of recreational activities can be found in local public libraries. Specific information about games, crafts, and hobbies is often available from provincial and municipal recreation departments.

The following books about recreation are recommended as useful references:

Caskey, Alan, Playground Manual, ARC Association, 713 Elm Street, Winnetka, Illinois, 1969.

Coskey, Evelyn, Easter Eggs for Everyone, Abingdon Press, Nashville, 1973.

Danford, Howard G., Creative Leadership in Recreation, revised by Max Shirley, 2nd ed., Allyn and Bacon, Inc., Boston, 1970.

Duran, Clement A., The Program Encyclopedia, Association Press, 291 Broadway, New York, 1955.

Edwards, Myrtle, Recreation Leader's Guide, National Press Book, 850 Hansen Way, Palo Alto, California, 1967.

Eisenberg, Helen and Larry, Omnibus of Fun, Association Press, 291 Broadway, New York, 1956.

Harbin, E.O., The Fun Encyclopedia, Abingdon Press, Nashville, 1968.

Jernigan, Sara Staff, and C. Lynn Vendien, Playtime: A World Recreation Handbook, McGraw-Hill Book Company, New York, 1972.

Johnson, June, 838 Ways to Amuse a Child, Gramercy Publishing Company, New York, 1960.

Mallory, Aileen, Paying Projects for Clubs, T. S. Denison and Company, Inc., Minneapolis, 1957.

Mitchell, A. Viola, Ida B. Crawford, and Julia D. Robberson, Camp Counseling, W. B. Saunders Company, Philadelphia, 1970.

Pluckrose, Henry, ed., The Book of Crafts, Galahad Books, New York, 1971.

Shivers, Jay S., Camping, Appleton, New York, 1971.

Wankelman, Willard F., Philip Wigg, and Marietta Wigg, A Handbook of Arts and Crafts, 3rd ed., Wm. C. Brown Publishers, Dubuque, Iowa, 1974.

Winn, Marie, and Mary Ann Porcher, The Playgroup Book, Macmillian, New York, 1967.

Readers of the handbook who are particularly interested in the study of language maintenance by ethnic groups in North America may wish to examine some of the books and articles listed below. The book by Dr. Fishman was found to be particularly helpful during the preparation of the handbook.

Fishman, Joshua A., Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups, Mouton and Co., The Hague, 1966.

Lieberson, Stanley, Language and Ethnic Relations in Canada, John Wiley and Sons, Inc., New York, 1970.

Muckley, Robert L., After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States, United States Department of Health, Education, and Welfare, Washington, 1971.

Ramsey, C. A., and E. N. Wright, Students of Non-Canadian Origin: A Descriptive Report of Students in Toronto Schools, Research Department of the Board of Education for the City of Toronto, 1969.

Shapson, Stan M., and Mary Purbhoo, Second Language Programmes for Young Children, Research Department of the Board of Education for the City of Toronto, January, 1974.

Torrens, R. W., et al., The Modern Language Committee of Ontario Interim Report Number Two, Ontario Curriculum Institute, Toronto, 1965.

Other articles about language learning that have been mentioned in the handbook are:

Asher, James J., "The Learning Strategy of the Total Physical Response: A Review," The Modern Language Journal, Vol. L, No. 2, February, 1966.

Erickson, Howard, "Concordia Language Villages," Minneapolis Tribune, Picture Supplement, pp. 26-34, September 16, 1973.

Lee, Danielle Juteau, Evaluation of Six Language Camps Held during the Summer of 1974, a report presented to the Programme for Official Language Minority Groups of the Secretary of State, Ottawa, November, 1974.

An interesting brochure concerning their language camps is available from Concordia Language Villages, Concordia College, Moorhead, Minnesota, U.S.A., 56560.

The Canadian Broadcasting Corporation's weekly radio program entitled "Identities" frequently contains interviews or talks related to the question of language maintenance by ethnic groups in Canada.

APPENDIX B

SIMPLE TABLES FOR A PRE-SCHOOL PLAY GROUP

Although it is not essential to have tables for the children's activities, it is desirable. Low tables are good because it is easy for the children to sit or kneel around them.

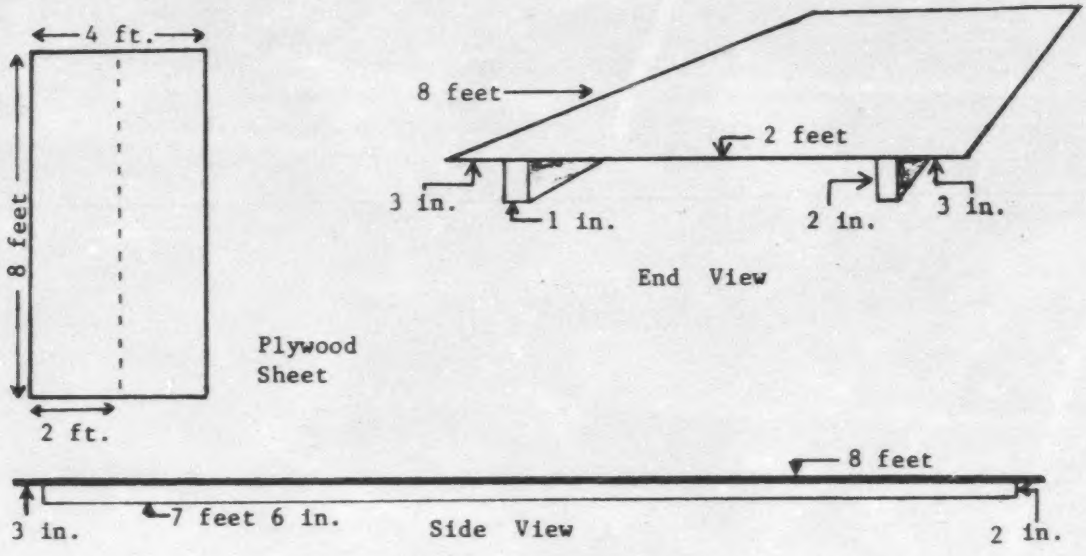
Here is a simple method of making two suitable tables that are easily stored and very economical. These tables can be used just as they are, or legs can be added to raise them about 12 inches (approx. 30.5 cm.) off the floor.

Supplies: 1 sheet of 1/2 inch (approx. 1.25 cm.) or 3/4 inch (approx. 2 cm.) plywood;
4 pieces of 1 inch by 2 inch board (approx. 2.5 by 5 cm.) each 7 1/2 feet long (approx. 228.5 cm.)

Method:

1. Cut the plywood lengthwise in half, as shown in the diagram on the left.

2. Attach the boards to the underside of the plywood, 3 inches (approx. 7.5 cm.) from each outer edge, as in the diagram on the right.



APPENDIX C

ACTIVITIES FOR LEARNING AND PRACTISING THE NUMBERS

Because a knowledge of the numbers is needed by the participants in a LaRec program for many kinds of recreational activities, it has been suggested that a program leader should plan some special number activities for STARTERS and LATENTS at the very beginning. Here are some examples:

Counting for "keep-fit" exercises

Probably the easiest way for LaRec STARTERS to learn the first numbers in the ancestral language is to hear them over and over again from the leader during "keep-fit" exercises. After the leader has counted "one-two-three-four" to maintain the rhythm of several exercises, the participants will be very familiar with those numbers. Then the leader can go on to exercises with six or eight movements.

It is not only the frequent repetition that helps the participants to learn the numbers in this way; it is also the rhythmic way in which they are spoken that impresses them on the memory.

"Numbering-off" to divide into teams

An easy way of helping STARTERS and LATENTS to practise saying the numbers themselves is to show them how to "number off" in order to divide into teams for short games or relays. For instance, if there are to be two teams, each participant says "one" or "two," in turn. All those who said "one" form the first team, and all those who said "two" form the other team. To get four teams, the players count off "one-two-three-four, one-two-three-four," and so on.

Recreational routines

Use every opportunity to count people or things. Do not just murmur the numbers to yourself; speak in a loud, clear voice, and encourage the participants to join in. If some of them are able, ask them to do the counting, using the ancestral language. Examples of opportunities for counting:

** checking how many participants are present, how many have finished an activity, how many need some supplies, etc.;

** arranging the chairs or other furniture;

** giving out supplies, such as scissors, pencils, balls, coloured shoulder bands that distinguish the teams, etc.;

** collecting the same supplies;

** counting the things that have been made, such as the links in a paper chain;

** preparing and serving the refreshments (e.g., How many (cups/ spoons/ straws/ napkins/ plates/...) do we need? Put (six) doughnuts on each plate. How many want (milk)?)

** dealing out the cards in a card game.

"Guess and Count"

Put a number of small objects in open boxes or glass jars. Hold one container up and ask, How many? Guess. Coins, dried beans, bottle caps, safety pins, nails, or other objects of a similar size are suitable.

Get an answer from every individual. Then say, Let's count. Encourage everyone to count with you while you move each object. Later, ask individuals to do the counting after the guess is made.

If the participants are STARTERS, use only a few objects, but if they can speak the language a little, use larger numbers.

"Guess and Count" for teams

Divide into two teams. Each team begins with five or ten small objects, such as coins, in a container. The first player, after secret consultation with his Team A, takes a number of the coins in his closed hands, and asks the first player of Team B, How many? Guess.

After the guess, everyone counts together. If the guess was right, Team B claims those coins. If it was wrong, Team A retains them, but in any case Team B has the next turn. The object of the game is to claim all the other team's coins.

"Number Chain"

The leader, or a participant, begins to count (not necessarily from number 1). Without warning, he stops and gestures to another person, who should carry on from where he left off until he indicates to his successor that he should continue.

Later, the number chain can become more complicated, by counting backwards, or counting in 2's, 5's, or 10's, or by "going into reverse" (that is, changing from forwards to backwards and vice versa) at each change of person.

"Aiming the Bean"

You need a bottle or jar with a mouth about the size of a glass milk bottle, and a bag of uncooked beans or similar objects.

A participant stands beside the bottle, which is placed on the floor, and holds one bean at the end of his nose. Then he drops it, trying to get it into the bottle, and if he is successful keeps on dropping beans until he misses. He counts aloud each bean he gets into the bottle, and his total is recorded. When he misses, the next person has a turn.

Higher numbers can be practised by making this game a team contest. When the second player on a team begins, he counts on from the first player's score, and so on.

"Number Race"

On a large sheet of paper, write in random scattered order some of the figures between 1 and 50.

Two participants stand beside the paper. When the leader says a number, each tries to be the first to find and point to it. Points can be awarded for success, and team scores can be totalled. Afterwards, a participant can take the leader's place.

"Go Fishing"

Prepare a pack of small cards containing ten (or more) sets of four cards bearing the same number.

Each player receives an equal number of the shuffled cards. The extra cards are placed face downwards in the centre. The players try to acquire sets of four identical cards, which they can put down.

Each player in turn asks his neighbour for a number he wants to collect. If the neighbour has one, he must hand it over, and the first player can ask for another. If the neighbour does not have it, he says (in the ancestral language) Go fishing! and the player draws one card from the central pool. Then it is the turn of the next player. The first person to put down all his cards in sets of four is the winner.

Encourage the players to ask and answer in sentences, corresponding to these English sentences: Do you have number (6)? Yes, I do. or No, I don't. Go fishing!

"Bingo"

Beginners can play a type of "Bingo" if the cards are adapted to the lower range of numbers they have been learning. Cards can be made with only nine squares, if desired, so that a player can scan the whole card each time.